

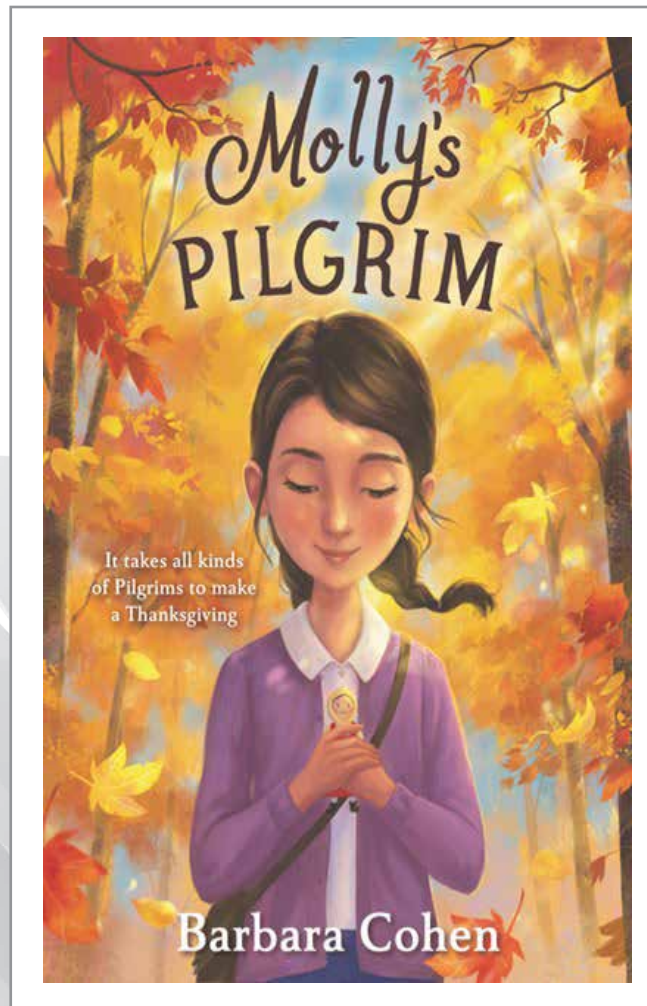


STUDENT PACKET

GRADES 3-5

Molly's Pilgrim

Barbara Cohen



READ, WRITE, THINK, DISCUSS AND CONNECT

Molly's Pilgrim

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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 978-1-50204-806-6

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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 _____

True or False

permanent
babka
Parcheesi
maroon

position
strudel
flourishes
leavening

butcher
rugelach
seamstress
matzo

curlicues
favor
R.S.V.P.

Directions: Read each sentence. If the sentence is true, write "T." If it is false, write "F."

1. ____ A permanent scar lasts only a month or two.
2. ____ Parcheesi is a popular board game.
3. ____ The person hosting a party often receives a small favor.
4. ____ I had to take my dress to a seamstress to have it altered.
5. ____ Babka is a coffeecake that tastes like pumpkin.
6. ____ Many letters on my handwriting chart have curlicues.
7. ____ I bought a beautiful birthday cake from the butcher.
8. ____ President of the United States is a temporary position.
9. ____ After lunch, I drank a glass of strudel.
10. ____ The doll's maroon dress was the color of a cranberry.
11. ____ Molly's mother makes a chocolate rugelach on Molly's birthday.
12. ____ Guests should never R.S.V.P. when they receive a party invitation.
13. ____ During Passover, Jewish people are not allowed to eat matzo.
14. ____ The script on the invitation was fancy with lots of flourishes.
15. ____ Molly and her mother use leavening to bake delicious goods on Passover.

Name _____

Make a Wish, Molly: Section Two, pp. 12–23

1. Describe the sack of food that Mama packs for Molly.
2. What does Molly do with her sack of food?
3. Who are the first three guests to arrive at Emma's party?
4. Which games do the girls play at Emma's party? Does Molly win a prize?
5. Describe the guests' party favors.
6. What excuse does Molly give Emma's mother for not eating any cake?
7. What does Elizabeth say to upset Molly? How does Molly respond to Elizabeth's comment?

Make a Wish, Molly: Section Three, pp. 24–36

1. What advice does Mama offer when Molly asks why she and her family must be different?
2. Why doesn't Molly want to have a birthday party in her family's home?
3. Why do you think Molly chooses not to explain to Emma why she left Emma's party so suddenly?
4. What do Molly's mother and father give her for her birthday?
5. Who visits Molly at home on her birthday?
6. What birthday gift does Molly receive from one of the visitors?
7. What treat does Mama offer Molly's guests?
8. What does Mama say they will do with the dishes after they use them?
9. Why does Molly decide that Mama is smart?

Name _____

Molly's Pilgrim* and *Make a Wish, Molly

Activity #15 • Creative Writing

Use After Reading

(Write to Express)

Creative Writing

Directions: Imagine an exchange student joins Molly's class and wants to be friends with Molly, Emma, and Elizabeth. Write a conversation that might take place among Molly, Emma, and Elizabeth about this idea.
