

Teacher Guide

Grades 3–4

No Talking

Andrew Clements



**NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING**



Novel Units® Single-Classroom User Agreement for Non-Reproducible Material

With the purchase of electronic materials (such as ebooks and print-on-demand teaching activities) from a Novel Units, Inc. (Novel Units) Web site, or that of a Novel Units authorized dealer's Web site, the customer (the purchaser or person for whom this product was purchased) is granted a single-classroom user license, which entitles the customer to use these materials for a single classroom (or home) only.

Sharing the digital files or reproduction of any part of this publication in any way or by any means for additional classrooms (or homes), an entire school, or a school system; by for-profit institutions and tutoring centers; or for commercial sale is strictly prohibited.

Reproduction of any part of this Teacher Guide is strictly prohibited.

Use of the materials for anything other than classroom instruction is a violation of Novel Units intellectual property rights. Novel Units retains full intellectual property rights on all proprietary products, and these rights extend to electronic editions of print books or materials, excerpts of print books or materials, and individual teaching activities offered for sale in digital format.

To obtain more information, or, if you would like to use Novel Units products for additional purposes not outlined in the single-classroom license (described above), please contact customercare@ecslearningsystems.com.

No TALKING

by
Andrew Clements

Teacher Guide

Written by
Sammie Underwood

Note

The 2009 Atheneum Books paperback edition of the novel, © 2007 by Andrew Clements, was used to prepare this guide. Page references may differ in other editions. Novel ISBN: 978-1-4169-0984-2

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.

ISBN 978-1-60878-473-8

Copyright infringement is a violation of Federal Law.

© 2012 by Novel Units, Inc., Bulverde, Texas. All rights reserved. Reproduction of any part of this product is strictly prohibited. No part of this publication may be translated, stored in a retrieval system, or transmitted or shared in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc. Reproduction of any part of this publication for multiple school terms, an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Novel Units, Inc.

Publisher Information
For a complete catalog, contact—

Novel Units, Inc.
P.O. Box 97
Bulverde, TX 78163-0097

Web site: novelunits.com

For more digital resources, visit:
ecslarningsystems.com

Table of Contents

| | |
|---|----|
| Summary | 3 |
| About the Author..... | 3 |
| Characters | 4 |
| Initiating Activities..... | 5 |
| Vocabulary Activities..... | 5 |
| Six Sections | 6 |
| Each section contains: Summary, Vocabulary, Discussion Questions, and Supplementary Activities | |
| Post-reading Discussion Questions | 17 |
| Post-reading Extension Activities | 19 |
| Assessment..... | 20 |
| Scoring Rubric..... | 31 |

Skills and Strategies

Vocabulary

Context, definitions, word maps

Comprehension

Drawing conclusions, main idea,
predicting, identifying attributes,
sequencing

Critical Thinking

Making inferences, research,
brainstorming, questioning,
forming opinions, cause/effect,
compare/contrast, problem
solving, analysis, persuasion,
classifying

Literary Elements

Dialogue, characterization,
conflict, foreshadowing, author's
purpose, story map

Writing

Paragraph, letter, creative
writing, report, journal, *haiku*

Listening/Speaking

Oral presentation, discussion,
interview, drama

Across the Curriculum

Social Studies—nonverbal
communication, map study,
cultural study, history, grassroots
movements, civil disobedience;
Art—collage, poster; Math—
graphing; Science—the human
brain

Language Lab–Control Center

In Mr. Burton's class, the students communicate only by writing notes to each other. Dave challenges Lynsey to a personal contest, saying that the winner gets to draw a big "L" on the loser's forehead with a permanent marker. After school, the fifth graders all face challenges at their after-school activities and at home. They learn to stay alert and use creative methods in order to limit talking. Meanwhile, at school, Mrs. Hiatt holds a conference with the teachers. Each teacher expresses a different viewpoint about the no talking competition and gives his/her opinion about whether it should continue. Mrs. Hiatt tries to solve the issue in the best way possible.

Vocabulary

instant
snarly
motion
tilted
polite
realize
incentive
alert
plenty
inventive
afford
balance
approach
faculties

Discussion Questions

1. What assignment does Mr. Burton give to the last class of the day? (*The students have to write all their feelings long, and they must communicate with at least four other people.*)
2. What is the result of Mr. Burton's assignment? Would you like an assignment similar to this? Why or why not? (*The students agree and disagree about many things, and they find it much more difficult to do so without talking. They think writing slows you down and provides much less give-and-take. Answers will vary.*)
3. What element does Dave add to the competition as a personal challenge to Lynsey? What motivates him to do it? (*The winner can draw a big "L" on the loser's forehead with a permanent marker. Answers will vary. Suggestion: Lynsey brags about how the girls are going to win the contest, and Dave wants to prove her wrong.*)
4. What do both Dave and Lynsey agree on regarding the no talking competition? Why is their agreement significant? (*They both find the contest interesting and enjoy the critical thinking it requires. Answers will vary. Suggestion: Dave and Lynsey have a lot in common, but the boy-girl rivalry at Laketon Elementary School makes it difficult for them to recognize how this. They could both benefit from their friends.*)
5. What happens between Dave and his mom at home? Describe Dave's mom's reaction to his silence after she learns about the contest. Why do you think she reacts this way? (*Dave is in the bathroom when his mom comes home. She calls out to him, and he does not answer. She goes upstairs and knocks on the bathroom door, but Dave does not answer. When he comes out of the bathroom, he still does not talk. Dave's mom thinks he is sick and wants to take him to the doctor. So Dave finally writes her a note to explain things. After she learns about the contest, she says "Don't be silly. Everybody has to talk." [p. 87]. Answers will vary. Suggestion: Dave's mom worries about his silence because Dave likes to talk. She thinks the contest is ridiculous because she also likes to talk.*)
6. Describe some of the fifth graders' experiences with "no talking" outside of school. (*Answers will vary. Suggestions: In karate class, Kyle performs his moves without a sound. The instructor is frustrated until he learns about the contest. During karate practice, Ellen responds to her teacher's questions with taps. Her teacher accepts this, and the lesson progresses smoothly. Brian has to get a haircut after school. The barber is doing a terrible job, but Brian cannot tell him that. His haircut turns out to be a disaster, but Brian thinks it was worth it not to talk.*)

7. What is Lynsey discovering about being quiet all of the time? What does this tell you about Lynsey? *(When the no-talking competition first began, Lynsey felt as though she might explode, just as Dave suggested. She begins to realize that she did talk too much—and about nothing, really. Lynsey enjoys being quiet because it allows her to think more. Answers will vary. Suggestion: While Lynsey enjoys a challenge, especially if it means the girls will triumph over the boys, she also acknowledges when she is wrong. Lynsey is smart and humble, even if she refuses to admit it to others.)*
8. What objection does Mrs. Marlow express about the no-talking competition? Mrs. Escobar? Mrs. Akers? Which teachers enjoy the contest? Which of their objections do you find the most reasonable, if any? *(Mrs. Marlow feels the contest is a distraction and a bother, Mrs. Escobar feels students are playing a game instead of working, and Mrs. Akers is frustrated because she cannot teach songs when limited to three words. Mr. Burton and Mrs. Henley enjoy the contest. Answers will vary, but students will probably agree that Mrs. Akers's objections are reasonable since music class requires singing [talking].)*
9. What does Mrs. Hiatt decide to do about the no-talking competition? What reasons lead to her decision? Do you agree or disagree with Mrs. Hiatt's decision? *(Mrs. Hiatt will call an assembly and tell the students that they must stop the contest immediately. Mrs. Hiatt believes that the fifth graders need to learn balance and self-control. They should be quiet when it is appropriate, without contest rules guiding them. Answers will vary.)*
10. **Prediction:** How will the fifth grade react to Mrs. Hiatt's decision?

Supplementary Activities

1. Art: Using either the word "stereotype" or "discrimination," design a collage that illustrates the meaning and implications of the word. You may use illustrations, text, or pictures cut out of a magazine or newspaper.
2. Critical Thinking: Think of a typical day for you. Make a list of ten situations where it would be difficult for you to remain silent. Compare your list with your classmates'. As a group, discuss and evaluate all the situations, considering what you would do instead of talking.

Character Analysis Pyramid

Directions: Think about how the author describes Dave Packer in the novel. Complete the chart below, citing evidence from the story as you fill in information.

In the pyramid's top level, draw a symbol to represent the character.

Name of Character

Appearance

Significance to the Novel

Problems or Challenges

Achievements/Successes

The Faculty Reacts

Directions: For each character listed below, describe how that person reacts to the no-talking competition on Day One and Day Two. In the fourth column, write why you think that character's attitude did or did not change.

| Character | Day One | Day Two | Reason for Change (if any) |
|--------------|---------|---------|----------------------------|
| Mrs. Hiatt | | | |
| Mrs. Gandy | | | |
| Mrs. Marlow | | | |
| Mrs. Akers | | | |
| Mrs. Henley | | | |
| Mrs. Escobar | | | |
| Mr. Burton | | | |

Using Dialogue

Directions: Analyze the dialogue between Dave and Mrs. Hiatt following Mrs. Hiatt's angry outburst in the cafeteria. Fill in the chart to evaluate the purpose of the dialogue and whether or not it is effective in moving along the plot.

| | | |
|--|---|--|
| Extra Credit—extra bits of dialogue I remember from my outside reading | Who is speaking? | How is the plot advanced with these words? |
| Dialogue in "Apologies" | | |
| What is special about the dialogue? | What does the dialogue tell me about the characters speaking? | |