



STUDENT PACKET

GRADES 3-5

No Talking

Andrew Clements

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!

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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 Comprehension

behavior	attention	obeyed	targets
simplest	progress	stern	excitement
scene	creepy	awkward	pretended
puzzled	dangerous		

Directions: Answer each of the following questions using a vocabulary word from the list above.

1. What would an unsafe or risky road be called?

2. What is one small part of a play or movie called?

3. What is the sum of a person's actions called?

4. How would you describe something that is scary or weird?

5. When you did what your parents told you to do, what did you do?

6. What did you do when you faked being sick?

7. What did you make when you improved or got better at playing the piano?

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

Zipped–The Contest

1. Where is Laketon Elementary School?
2. How does Dave avoid giving his oral report on India in social studies class?
3. What interests Dave most in each book he reads for his report?
4. How many students are in the fifth grade at Laketon Elementary School?
5. What are Lynsey and her friends talking about at lunch? How does Dave respond?
6. What is Lynsey’s initial opinion of the no-talking competition?
7. How does Dave have an advantage in the no-talking competition?
8. Why is the discussion about contractions significant?
9. Who will be the official scorekeepers for the boys’ and girls’ teams?
10. How do Lynsey and Dave make their agreement final?
11. **Prediction:** What problems will arise during the no-talking competition?

Teamwork–The Right Word

1. What question does Richard ask? What is the answer?
2. What do all the fifth-grade teachers do to keep things quiet?
3. What does Mrs. Hiatt do during fifth-grade lunchtime?
4. What is Mrs. Hiatt thinking four minutes into the fifth-grade lunch period?
5. Whom does Mrs. Hiatt speak to first, and what does she say? What is the response? Why is this significant?
6. What does Mrs. Hiatt observe?
7. To what does Dave compare Mrs. Hiatt as she tries to figure out what is going on?
8. How is Lynsey keeping track of the boys’ illegal words?
9. Why does Dave decide that the next few days are going to be dangerous?
10. **Prediction:** Will Dave get into trouble with Mrs. Hiatt? Explain.

Name _____

Using Idioms

Directions: An idiom is a phrase that is understood in a certain culture but cannot be understood if each word is defined separately. (Example: It is raining cats and dogs.) Identify six idioms from the novel. Copy the sentence that contains the idiom in the top rectangle. In the bottom rectangle, write your own interpretation of the idiom. In the square, draw a picture of the idiom if it were translated word-for-word. (Example for idiom above: Draw a picture of cats and dogs falling out of the sky.)

Idiom From the Novel	
What You Think It Means	

Idiom From the Novel	
What You Think It Means	

Idiom From the Novel	
What You Think It Means	

