# **Student Packet**

Grades 3-4

# No Talking

# **Andrew Clements**



NEW WAYS TO LEARN READING, WRITING, & CRITICAL THINKING



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# **NO TALKING**

by Andrew Clements

# **Student Packet**

Written by Sammie Underwood

**Contains masters for:** 

- 1 Prereading Activity
- 6 **Vocabulary Activities**
- 1 Study Guide
- 1 Art Activity
- 2 **Critical Thinking Activities**
- 4 Literary Analysis Activities
- 2 **Character Analysis Activities**
- 1 Writing Activity
- 1 **Comprehension Activity**
- 2 Quizzes
- Novel Test

**PLUS** 

1 **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 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 978-1-60878-474-5

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#### Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units<sup>®</sup> 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)

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instant	snarly	motion	tilted	
polite	realize	faucet	alert	
plenty	inventive	afford	balance	
approach	faculty			
	<b>)</b>			

**Vocabulary Fill-Ins** 

Directions: Fill in the blanks using the vocabulary words above.

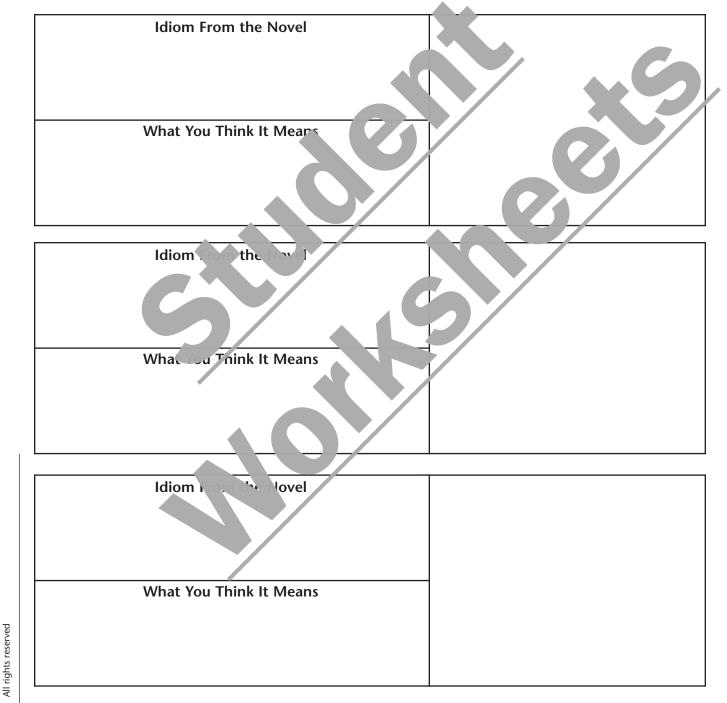
1. Reese's project is very \_\_\_\_\_\_ with a straight imagination and creativity. an oud angle. 2. The roof on the old house is \_\_\_\_\_ 3. Soren is \_\_\_\_\_\_ and listening for \_\_\_\_\_ start of the race. Pal 1 real ast pecause we were an used for 4. We ate \_\_\_\_\_\_ oa school. when we have an equal no introf work and fun. 5. Our class has 6. All the teachers at school a cal the 7. We named our by M because always growls. and so nething for the first time in oally 8. When I un the truth. 9. The \_\_\_\_\_\_ in our kitch. leaky. 10. When Zack figures out the way here bing to do his project, he has determined his 11. We do not need a mor pizza, ...e have \_\_\_\_\_\_. 12. Jacob made a with his hand for the team to gather around. 13. Pete has enough mone to: the bike, so he can \_\_\_\_\_\_ it. 14. Elle is courteous and respectful and speaks in a(n) manner.

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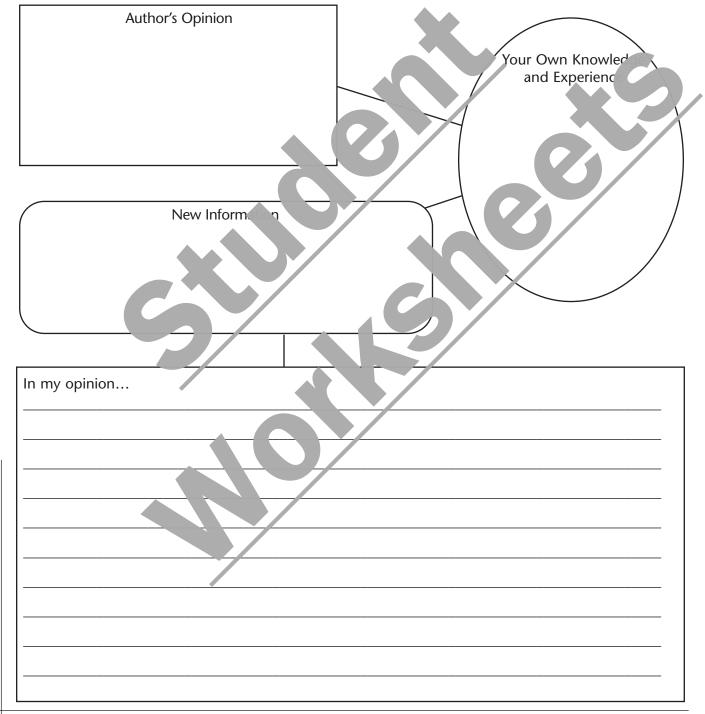
## **Using Idioms**

**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.)



## In My Opinion...

**Directions:** In the small rectangle below, write what you think the author's opinion is about the consequences of anger. In the oval, write your own knowledge and experience about anger. In the rounded rectangle, write any new information you have learned from reading the novel and in class discussions. Finally, in the large box, write a paragraph stating your opinion about anger.



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### **Metaphors and Similes**

A **metaphor** is a comparison between two unlike objects. For example, "he was a human tree." A **simile** is a comparison between two unlike objects that uses the words *like* or *as*. For example, "the color of her eyes was like the cloudless sky."

**Directions:** Complete the chart below by listing metaphors and similes from the novel, as well as the page numbers on which they are found. Identify metaphors with an "M" and similes with an "S." Translate the comparisons in your own words, and then list the objects being compared.

