

Student Packet

Grades 3–4

No Talking

Andrew Clements

NOVEL UNITS[®]



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
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 - 1 Art Activity
 - 2 Critical Thinking Activities
 - 4 Literary Analysis Activities
 - 2 Character Analysis Activities
 - 1 Writing Activity
 - 1 Comprehension Activity
 - 2 Quizzes
 - 1 Novel Test
- PLUS**
- 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.

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Novel Units, Inc.
P.O. Box 97
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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 Fill-Ins

instant	snarly	motion	tilted
polite	realize	faucet	alert
plenty	inventive	afford	balance
approach	faculty		

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

1. Reese’s project is very _____ with a lot of imagination and creativity.
2. The roof on the old house is _____ at an odd angle.
3. Soren is _____ and listening for the start of the race.
4. We ate _____ oatmeal for breakfast because we were already late for school.
5. Our class has _____ when we have an equal amount of work and fun.
6. All the teachers at school are called the _____.
7. We named our dog _____ because he always growls.
8. When I understand something for the first time, I finally _____ the truth.
9. The _____ in our kitchen sink was leaky.
10. When Zack figures out the way he is going to do his project, he has determined his _____.
11. We do not need any more pizza, we have _____.
12. Jacob made a(n) _____ with his hand for the team to gather around.
13. Pete has enough money for the bike, so he can _____ it.
14. Elle is courteous and respectful and speaks in a(n) _____ manner.

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	

Student Worksheets

Name _____

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.

Author's Opinion

Your Own Knowledge and Experience

New Information

In my opinion...

Name _____

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.

Metaphors/Similes	Ideas/Objects Being Compared
1. Translation:	
2. Translation:	
3. Translation:	

Student Worksheets