

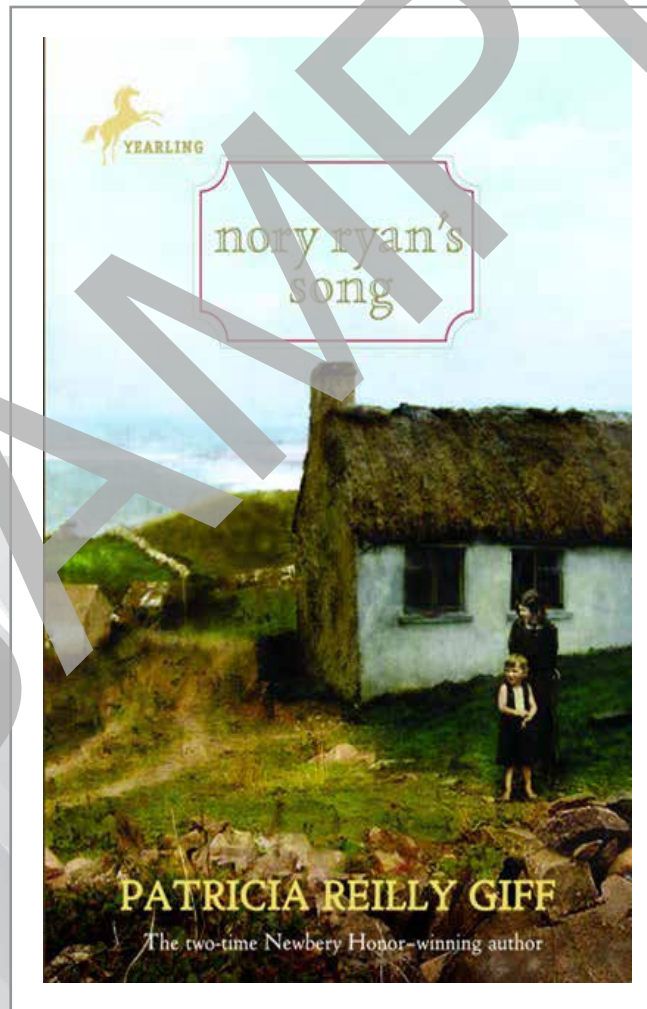


STUDENT PACKET

GRADES 6-8

Nory Ryan's Song

Patricia Reilly Giff



READ, WRITE, THINK, DISCUSS AND CONNECT

Nory Ryan's Song

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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 _____

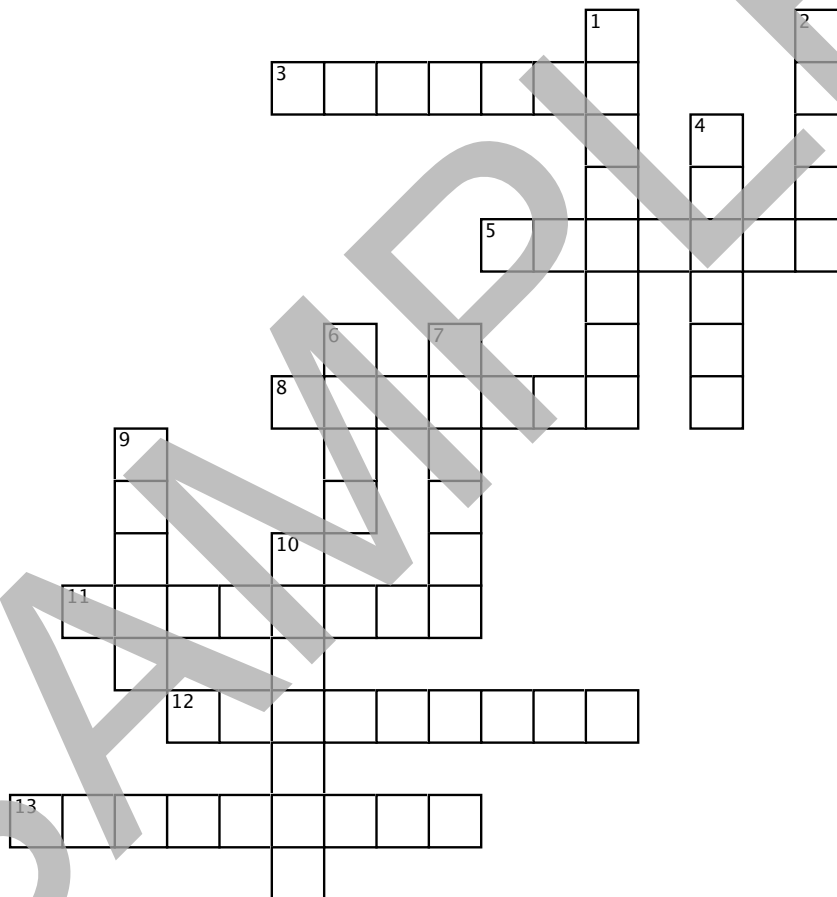
Vocabulary Crossword Puzzle

stubble
kestrels
rectory
bowed

currach
strand
quivering

petticoat
peppered
mess

nettles
froth
thatch



Across

3. short, bristly growth
5. short, roundish boat made of animal skins stretched over a wooden or wicker frame
8. plants or weeds with stinging hairs
11. sprinkled or showered with small objects
12. underskirt often trimmed with ruffles or lace
13. trembling

Down

1. small, reddish-gray European falcons that can hover in the air
2. whitish mass of bubbles; foam
4. roofing of straw, rushes, or palm leaves
6. portion or quantity of food
7. land at the edge of a body of water; shore
9. curved or bent inward
10. house in which a rector or parish priest lives

Name _____

9. Whom is Nory surprised to see as she ventures to find food for herself, Anna, and Patch?
10. Whom does Nory know that has died of starvation already?

Chapters 20–24

1. Why doesn't Patch want to stay among the rocks?
2. How is Nory supposed to signal to Sean Red that she is okay?
3. What attacks Nory on the cliffs?
4. What breaks Nory's fall?
5. How are Sean Red and his mother able to get tickets to America?
6. Whom does Nory tell Patch is waiting for him?
7. With what does Nory send Patch off?
8. What is the last thing Nory calls to Sean?
9. What does Nory find by St. Erna's shrine?
10. What does Maggie intend to name her baby?
11. What does Nory make Devlin promise to do for Anna in exchange for a cure?
12. What does the unexpected visitor bring Nory?
13. What gift does Anna give Nory for the road to Galway?
14. Where does Anna say Nory belongs?
15. What is the only possession Nory takes from her home before putting out the fire?

Name _____

Survival Chart

Directions: Nory and her family and friends must struggle to survive. Fill in the chart below with how Nory's family meets each of these basic needs.

Needs	How Character Gets Them
Food	
Water	
Warmth	
Shelter	
Love	
Companionship	
Mental Stimulation	