

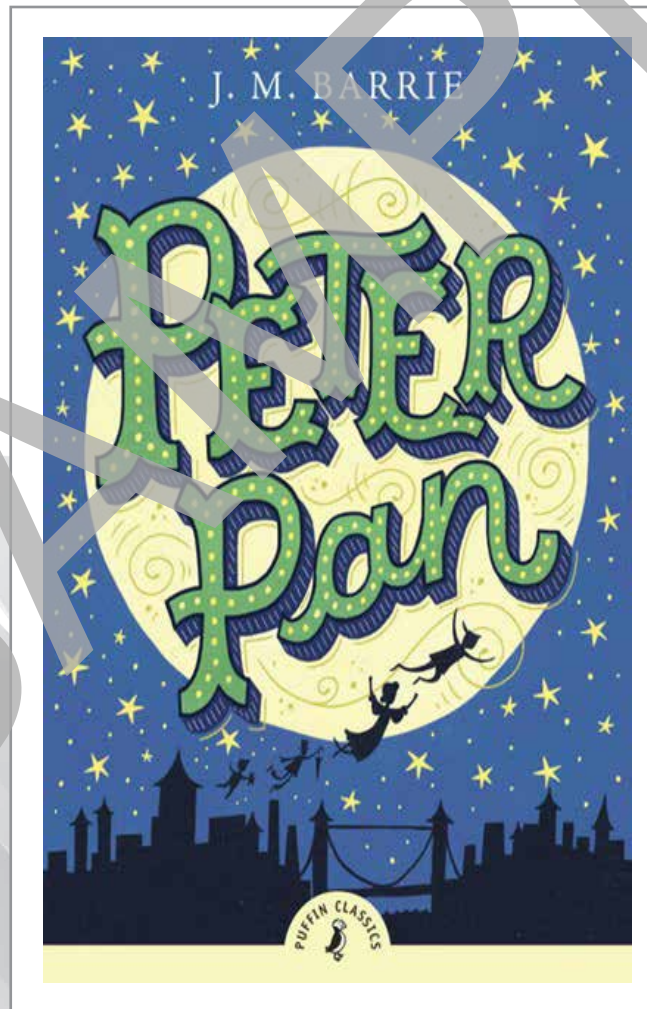


STUDENT PACKET

GRADES 6-8

Peter Pan

J. M. Barrie



READ, WRITE, THINK, DISCUSS AND CONNECT

Peter Pan

J. M. Barrie

STUDENT PACKET

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 _____

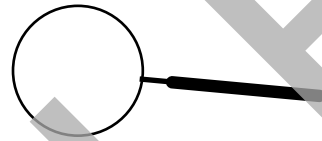
Be a Detective!

Directions: Check out the book by looking at the cover and thumbing through the pages. Then, ask yourself who, what, where, when, why, and how. Write your questions in the spaces below. Exchange papers with a partner, and answer each other's questions.

Who?

What?

Where?



When?

Why?

How?

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.

Foreword–Chapter 2

1. In what year was *Peter Pan* first performed?
2. Where did J. M. Barrie meet George and Jack Davies?
3. According to the author, how many children grow up?
4. What does Wendy's father do to determine whether or not he can keep her?
5. Who is the nurse for the Darling family?
6. Where does Mrs. Darling first hear of Peter?
7. What does Mrs. Darling see in her dream?
8. How does the author describe Peter Pan's baby teeth?
9. What does Peter leave behind when he leaps out of the nursery window?
10. What game are Wendy and John playing in the nursery?
11. Why is Mr. Darling bothered when he enters the nursery?
12. Why does Michael get upset with his father?
13. What makes Mr. Darling feel like a "strong man" again?
14. Who summons Peter to the nursery?

Chapters 3–4

1. Who accompanies Peter Pan to the Darlings' nursery?
2. Why does Wendy think Peter is crying?
3. What does Peter think a kiss is?
4. Why did Peter run away from home?
5. How does Peter explain the beginning of fairies?
6. How do fairies die?
7. To whom does Tinker Bell want to belong?
8. With whom does Peter mostly live?
9. Why does Tinker Bell pull Wendy's hair?
10. What does Peter say the children must do to fly? What is the truth about flying?
11. How do Peter and the children get food while flying?

Name _____

Characterization

Directions: Write the name of a character from the novel in the center rectangle. In each oval, write an adjective that describes the character's personality. Then fill in each dotted rectangle with a detail about the character that illustrates that part of the character's personality.

