

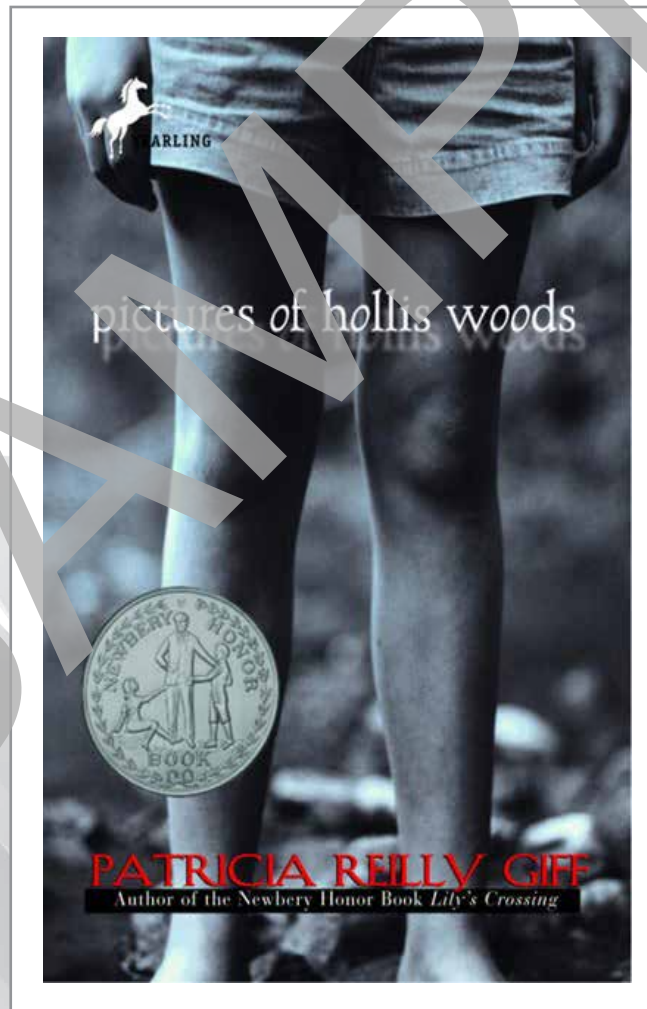


STUDENT PACKET

GRADES 6-8

Pictures of Hollis Woods

Patricia Reilly Giff



READ, WRITE, THINK, DISCUSS AND CONNECT

Pictures of Hollis Woods

Patricia Reilly Giff

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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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Name _____

Clue Search

Directions: Collect information about the book for each of the items. Write down the information and then make some predictions about the book.

Information Source	Information Provided
Dedication	
Title	
Cover Illustration	
Teasers on the cover	
Friends' recommendations	
Reviewers' recommendations/awards won	

Your predictions about the book:

Name _____

First Picture—Chapter 3, pp. 1–36

1. How is Hollis punished the day of the “W” picture?
2. What does the reader learn about Hollis in the section titled “First Picture”?
3. How does Hollis know the mustard woman is preparing to give her a speech?
4. Why is Hollis torn between running or locking the car door when she first meets Josie?
5. What intrigues Hollis the most about Josie?
6. What do you think causes Hollis to run away from her homes?
7. How does the stucco woman feel about Hollis? How do you know?
8. How does Hollis feel when she first meets the Regans?
9. Why do you think Hollis is not able to draw Steven correctly?
10. How does Hollis feel after working with Josie?
11. What concerns Hollis as Josie takes her for a ride in the Silver Bullet?
12. What concerns Hollis as Josie begins to drive?
13. Is Hollis a “saltwater person” or a “freshwater person”? How do you know?
14. What problems could arise from Josie’s forgetfulness?
15. Why is it strange to Hollis for someone to hold her hand?
16. Why does Hollis get a strange feeling as she and Josie watch a movie?

Fourth Picture—Chapter 7, pp. 37–67

1. What kind of artist is the Old Man?
2. Who comes to visit on Monday nights?
3. Why is Beatrice so impressed with Hollis’ artwork?
4. What does Hollis remember as Beatrice praises her work?
5. Why does Hollis sketch so many pictures of the Old Man?
6. Why do you think Hollis compares herself to Steven?
7. Why does Hollis avoid the mustard woman?
8. What “piece of good luck” is Hollis hoping the seashell will bring?
9. Why does Hollis want to stay at Josie’s so much?
10. Do you think Hollis will be able to care for Josie while Beatrice is away? Explain your answer.
11. Where are Izzy and the Old Man the night Steven teaches Hollis to drive?

Name _____

screeching (133)
jumble (141)
nestled (152)
feisty (165)

swerving (133)
gouged (144)
fragments (154)

clucking (137)
eaves (148)
spewed (159)

pattered (139)
visible (150)
needling (164)

Teacher Directions:

- Photocopy and cut out the following pages.
- Give one card to each student in the class.
- The student who has the starred card begins by reading his/her question.
- The student who has the card with the correct vocabulary word responds and then reads his/her question.
- Play continues in this manner until all cards have been read.

★ **feisty**

Who has a word that means chiseled out?

gouged

Who has a word that means parts?

fragments

Who has a word meaning part of the roof?

eaves

Who has a word that means a noise of concern made with one's mouth?

clucking

Who has a word that means veering?

swerving

Who has a word that means tucked in snugly?

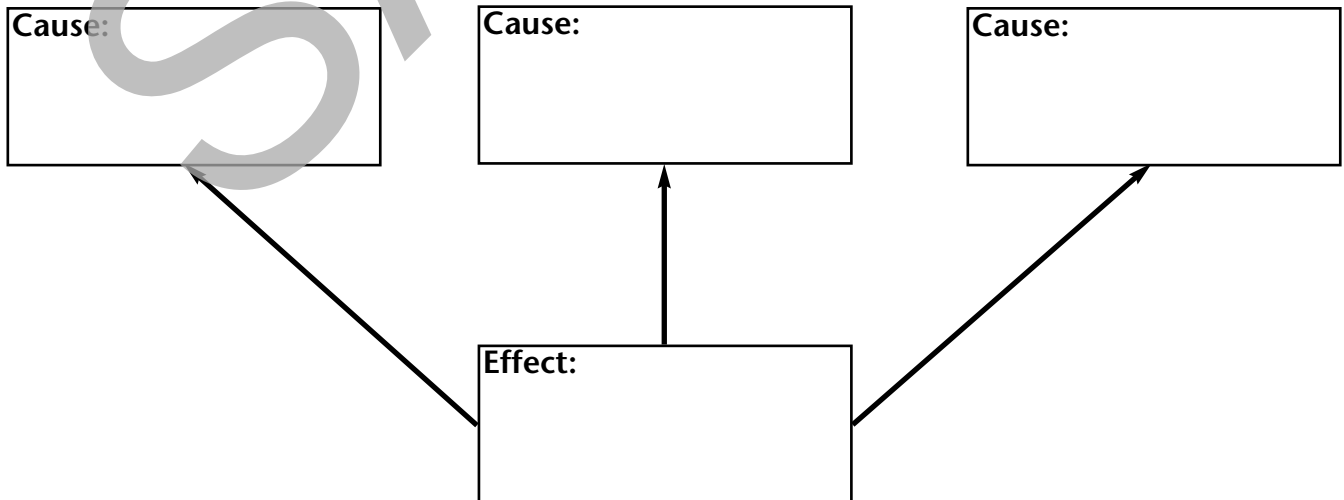
Name _____

Cause/Effect

Directions: To plot cause and effect in a story, first list the sequence of events. Sometimes in a chain of events, one item may be both a cause and an effect.

Events in the story	Cause	Effect
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Another way to map cause and effect is to look for an effect and then backtrack to the single or multiple causes.



Name _____

Character Analysis Blocks

Directions: Select a character from the book to describe using the blocks below.

<i>Who is the character?</i>			
<i>What does the character do?</i>		<i>Why does s/he do it?</i>	
<i>What, if anything, is significant about the character's name?</i>	<i>What is the nature of this character's actions? (reactive, active, important, consequential, secondary)</i>	<i>What is the significance of the book's time and place to the character?</i>	
<i>What is unusual or important about the character?</i>	<i>How does the character change in the story?</i>	<i>Does the character remind you of another character from another book? Who?</i>	<i>Do you know anyone similar to this character?</i>