

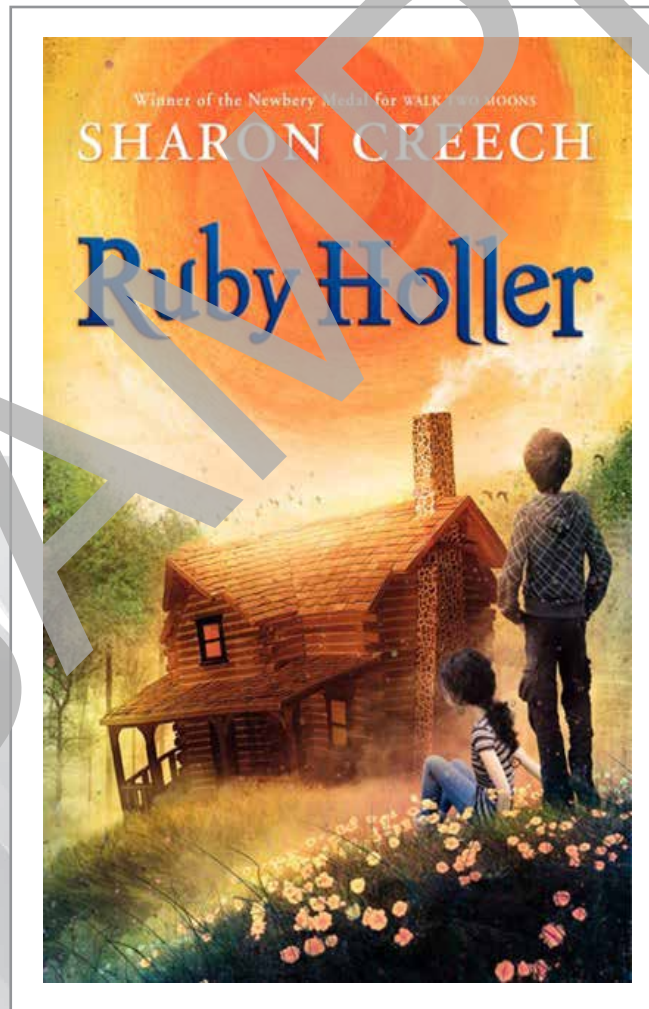


STUDENT PACKET

GRADES 6-8

Ruby Holler

Sharon Creech



READ, WRITE, THINK, DISCUSS AND CONNECT

Ruby Holler

Sharon Creech

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 _____

Ruby Holler
Activity #1 • Prereading
Use Before Reading
(Predictions)

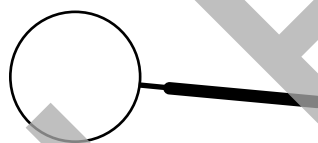
Be a Detective!

Directions: Check out the novel 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?

Name _____

Vocabulary Analogies

glided
oblivious
relinquishing

fragile
sauntered
listless

drifted
inadequate

whittling
surly

Directions: Use the vocabulary words above to complete the following analogies. Note the relationship between each completed pair when deciding which word to use to fill in the blank. Then write two analogies of your own. The analogies should use the two remaining vocabulary words.

Example: SUN is to SKY as FISH is to OCEAN.

1. ENOUGH is to _____ as PLENTY is to MEAGER.
2. _____ is to STUMBLER as SMOOTH is to JAGGED.
3. SHARING is to LENDING as HANDING OVER is to _____.
4. AWARE is to _____ as INFORMED is to IGNORANT.
5. LAZY is to ACTIVE as _____ is to ENERGETIC.
6. ROLLING is to DOUGH as _____ is to WOOD.
7. POLITE is to _____ as COMFORTING is to MENACING.
8. _____ is to STURDY as DELICATE is to STOUT.
9. _____ is to _____ as _____ is to _____.
10. _____ is to _____ as _____ is to _____.

12. Why doesn't Dallas worry much about school?
13. How many children do Sairy and Tiller have? What are their names?

Chapters 14–19

1. What do Sairy and Tiller make from wood?
2. Which of the Moreys is not worried about his/her parenting skills?
3. Which of the Moreys' children is a natural carver?
4. From where does Ruby Holler get its name?
5. What two unhelpful things do Florida and Dallas do? Why do they do these things?
6. What is Tiller surprised that Florida has never seen before?
7. What does Tiller see Florida rocking in her arms?
8. Whom did Mr. Trepid call for when Joey was sick?
9. What does Dallas put in Sairy's blue fruit bowl?
10. Where do Sairy and Tiller keep their money?

Chapters 20–23

1. What did Sairy and Tiller give each other for their sixtieth birthdays?
2. Which of the Moreys' children decided to pretend he was an orphan?
3. Where does Florida get stuck after unsuccessfully tracking the Moreys?
4. What do the twins decide to do with their own money?
5. What did Buddy used to call himself?
6. Florida threatens to jump out of the truck if the Moreys do what?
7. Why does Mr. Trepid think the Moreys have a lot of money?
8. How much does Mrs. Trepid charge Sairy for getting Dallas's passport?
9. As the twins prepare to travel on the train, why do they leave some of their money behind?
10. What bothers Sairy about Dallas's passport?
11. What happened to the twins at the Cranbeps' home?

Name _____

Ruby HollerActivity #11 • Comprehension
Use During and After Reading
(Main Idea and Details)**Time Line**

Directions: Keep a chart of the homes in which Florida and Dallas have lived. Write the family's name in the rectangle and a description of the twins' life at that home in the boxes below. Add to the chart as you learn more details about their time in each of these homes.

1.			
2.			
3.			
4.			