

Student Packet

Grades 5–6

# Ruby Holler

Sharon Creech

NOVEL UNITS<sup>®</sup>



NEW WAYS TO LEARN READING,  
WRITING, & CRITICAL THINKING



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# RUBY HOLLER

by  
Sharon Creech

## Student Packet

Written by  
Monica L. Odle

- Contains masters for:**
- 2 Prereading Activities
  - 7 Vocabulary Activities
  - 1 Study Guide
  - 3 Literary Analysis Activities
  - 3 Character Analysis Activities
  - 4 Comprehension Activities
  - 3 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 2004 HarperTrophy paperback edition of the novel, © 2002 by Sharon Creech, was used to prepare this guide. The page references may differ in other editions. Novel ISBN: 0-06-056015-0

**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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## Note to the Teacher

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**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 Word Map

jolt	submit	intrigued	exception
relentless	notion	trial	plot
investments	prodded	reverie	stall

**Directions:** Complete a word map like the one below for seven vocabulary words from the list.

**Synonyms**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Magazine cut-out, drawing, or symbol that shows what the word means**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Word**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Definition in your own words**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Word used in a sentence**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student Worksheets



Name \_\_\_\_\_

12. While swimming toward Florida, what does Tiller feel in his chest?
13. While feeling terrible about telling Mr. Trepid about the money and fearing for Florida and Tiller, where does Dallas's mind take him?
14. What happened to the person Z knows who has been to Kangadoon?

### Chapters 56–66

1. Why does Florida go back in the river after she manages to get out?
2. What does Florida shout when she needs help?
3. What kinds of things do the twins gather and buy?
4. What is Sairy baking?
5. What do Sairy and Tiller talk about in the hospital?
6. What does Mr. Trepid take with him on his treasure hunt?
7. What "treasure" does Mr. Trepid find in the holler?
8. What do Sairy and Tiller decide about their original trips?
9. Where does Mr. Trepid take the bones?
10. What do Buddy and Lucy first think about the twins staying with their parents?
11. Who has the twins' money?
12. Where do Florida and Dallas camp for the night?
13. What do Dallas and Florida smell when they awaken?

Student  
Worksheets

Name \_\_\_\_\_

### Characters With Character

**Directions:** A person’s **character** is evaluated by his or her actions, statements, and by the way he or she treats others. For each of the attributes listed in the center of the page, write the name of one character from the novel who has this trait, and the name of a character who does **not** have this trait. After each character’s name, give an example of an action or statement which proves you have properly evaluated the character.

Has This Trait		Doesn't Have This Trait
	tells the truth	
	keeps promises	
	considers consequences of actions	
	sacrifices for others	
	listens to others without prejudging them	
	is a good person	
	is kind and caring	

Student Worksheets

Name \_\_\_\_\_

### Conflict

The **conflict** of a story is the struggle between two people or two forces. There are three main types of conflict: person vs. person, person vs. nature or society, and person vs. self.

**Directions:** The characters experience some conflicts in the story. In the chart below, list the names of three major characters. In the space provided, list a conflict each character experiences. Then explain how each conflict is resolved in the story.

Character: \_\_\_\_\_

Conflict	Resolution

Character: \_\_\_\_\_

Conflict	Resolution

Character: \_\_\_\_\_

Conflict	Resolution

