

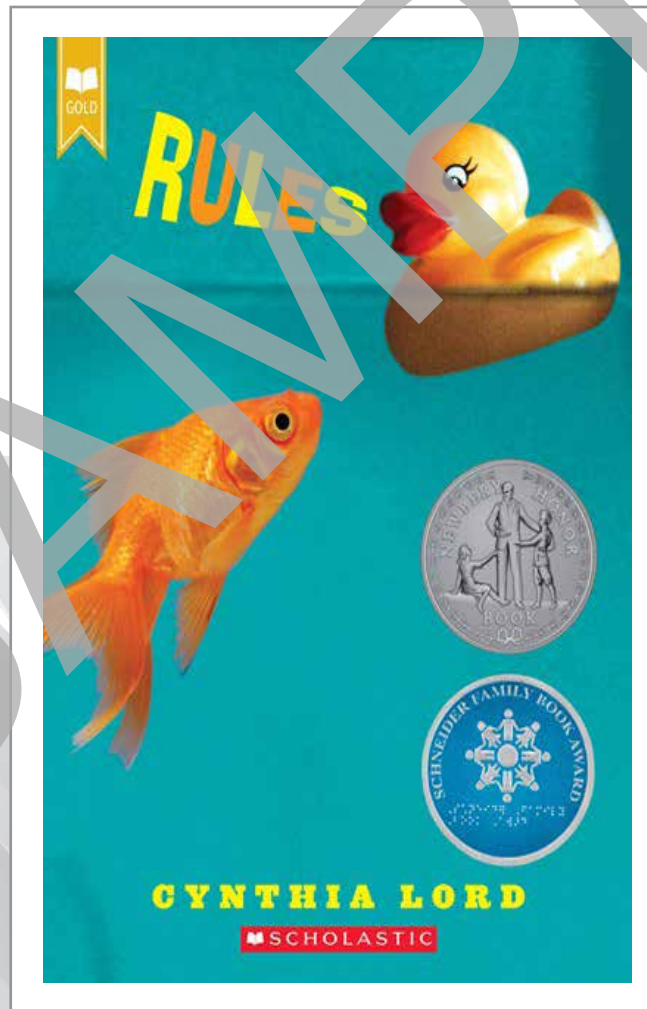


**STUDENT PACKET**

**GRADES 3-5**

# Rules

Cynthia Lord



**READ, WRITE, THINK, DISCUSS AND CONNECT**

# Rules

Cynthia Lord

## 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 \_\_\_\_\_

### Making Predictions

**Directions:** Read the following quotations, and predict what the book is about. Who are the characters? What are their struggles? How might conflicts erupt or be resolved?

- "Jason can't go anywhere unless someone pushes his wheelchair" (p. 16).
- "I want to sink behind the fence and hide, but it wouldn't do any good" (p. 63).
- "But the best part of being at a friend's house is I can be just me and put the sister part of me down" (p. 89).
- "When David dances, it's from his heart, from the inside out" (p. 159).
- "Did your mom say you can only go to the dance with Ryan if I go, too" (p. 161)?
- "I mean. Do you want to come? Dance. Me" (p. 176).
- "My rules aren't stupid...or excuses" (p. 176).

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**Pages 59–88**

1. Why is Catherine unhappy about her mother and father watching David during lunch with the new neighbors?
2. What scares David when Catherine goes to invite the new neighbors to her family's cookout?
3. What is truly "awesome" to Catherine that she wishes she could illustrate?
4. How does Catherine illustrate the word "gross"?
5. What is Jason's brother's name, and how old is he?
6. How does Catherine keep an eye on David while he is watching TV and she is working at her desk?
7. Who can wait in Ryan's house for the bus if it is raining?
8. What does Catherine do to avoid Kristi's question about Ryan being nice?
9. Whom does Kristi think is Catherine's boyfriend?
10. Does Catherine decide to go to OT with David or spend time with Kristi?

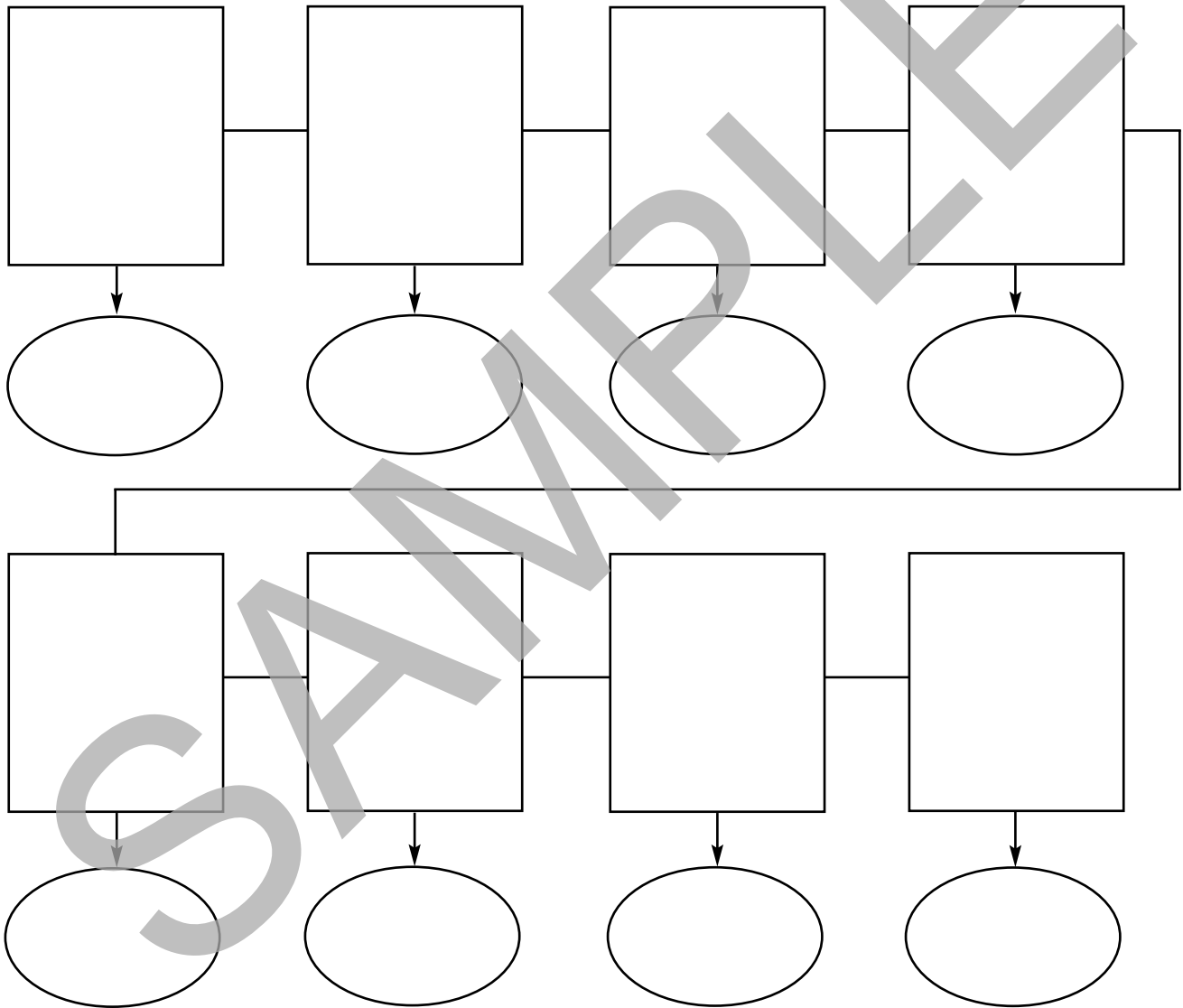
**Pages 89–123**

1. To what does Catherine compare Kristi's room?
2. Why aren't Kristi's parents living together?
3. Before saying hello to her father, what does Catherine tell him?
4. What does Jason send home for Catherine?
5. What does Catherine bring for Jason the next time she sees him?
6. What game does Catherine want to play with the word "secret"?
7. Who is the artist that sings on Catherine's favorite CD?
8. What does Nutmeg eat while in the clinic?
9. What does Catherine's mother get for Catherine at the mall?
10. How does Catherine hope Ryan will treat David around Kristi?
11. What does Ryan do that upsets Catherine? What does he do that upsets Catherine and David?
12. Whose writing does David often quote?
13. What word does Jason ask Catherine to make for him?
14. How does Jason run?

Name \_\_\_\_\_

### Inference Flow Chart

**Directions:** Fill in the boxes of the flow chart with the events portrayed in the story. In the ovals beneath, state what emotions and feelings are inferred.



Name \_\_\_\_\_

### A Character's World

**Directions:** You may be able to draw parallels between a character's world and your own. Write a character's name in the blank. Describe that character's world. Then describe a related situation or event from your own world. An example has been provided for you.

<b>David's World</b>
David is bullied by Ryan, who calls _____
him names and teases him. _____
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<b>My World</b>
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_____'s World
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<b>My World</b>
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<b>My World</b>
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