

Student Packet

Grades 5–6

# Rules

Cynthia Lord

NOVEL UNITS<sup>®</sup>



NEW WAYS TO LEARN READING,  
WRITING, & CRITICAL THINKING



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# RULES

by  
Cynthia Lord

## Student Packet

Written by  
Monica L. Odle

<b>Contains masters for:</b>	2	Prereading Activities
	5	Vocabulary Activities
	1	Study Guide
	4	Literary Analysis Activities
	3	Character Analysis Activities
	3	Critical Thinking Activities
	1	Comprehension Activity
	1	Writing Activity
	3	Quizzes
	1	Novel Test
	<b>PLUS</b>	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

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**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

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 \_\_\_\_\_

### Pages 178–200

1. Why does Catherine choose to babysit David rather than go to a clients' house with her mom?
2. Whom does Catherine wish she could talk to?
3. What breaks that Catherine cannot fix?
4. What does Catherine ask Mrs. Morehouse to tell Jason?
5. What does Catherine tell her father as she expresses her frustration with him?
6. What do Catherine and David wish at the dance?
7. What is Kristi's response to not knowing the whole truth about Jason?
8. What is Catherine going to tell her mother about quoting books with David?

Student  
Worksheets



Name \_\_\_\_\_

**Rules**  
Activity #11 • Critical Thinking  
Use After Reading  
(Character Analysis/Visualizing)

### Thought Bubble

**Directions:** Think about Jason and what he experiences when Catherine tells him she will not go to the dance with him. In the graphic below, write what you think either character was thinking during this experience. Write from his/her point of view.



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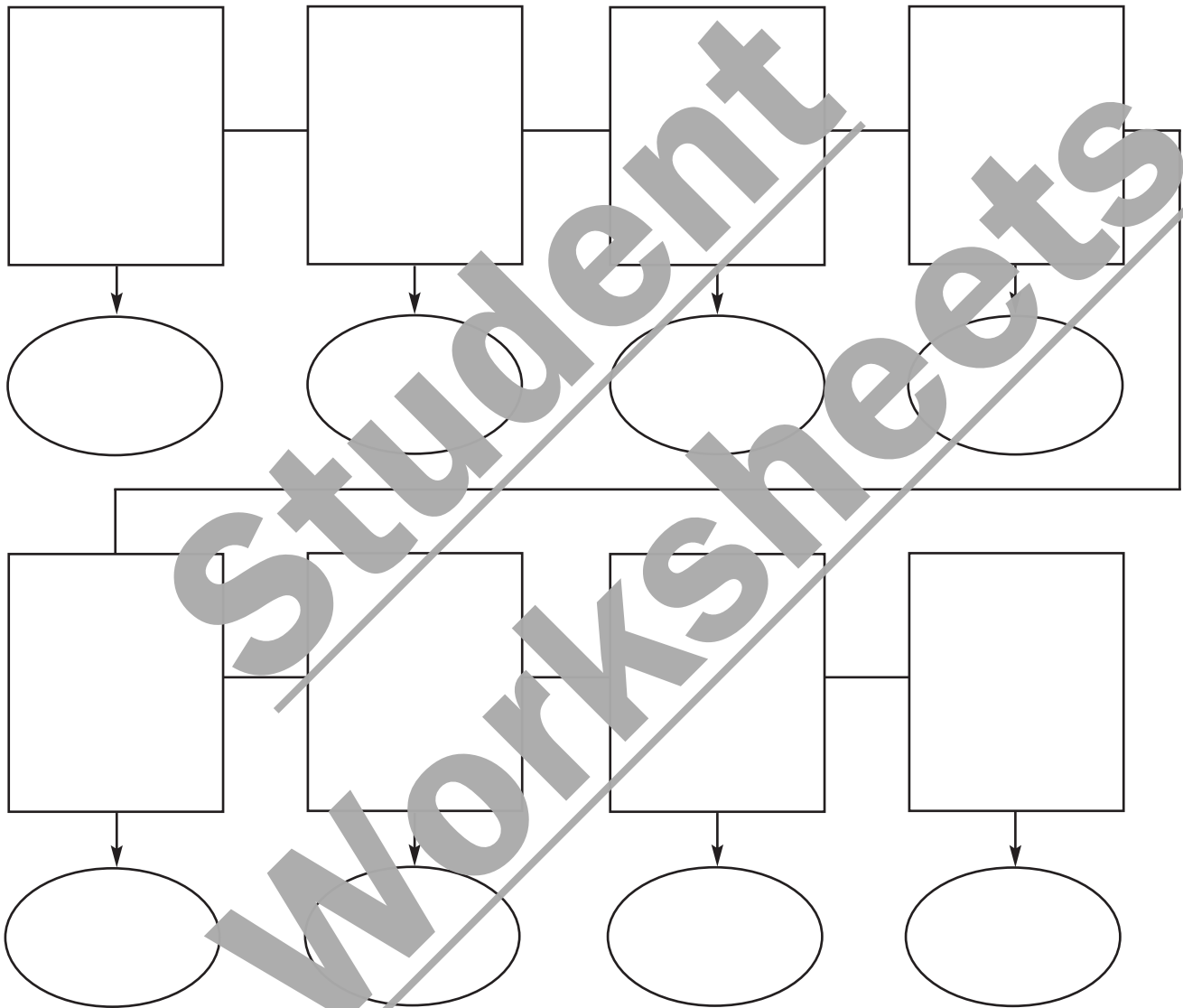
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Name \_\_\_\_\_

**Rules**  
Activity #12 • Comprehension  
Use During and After Reading  
(Inferences)

### 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. Vocabulary:** Match each vocabulary word below to the best definition of the word as it is used in the novel.

- |                    |  |
|--------------------|--|
| ___ 1. autism      | a. slice; shard                                    |
| ___ 2. corridor    | b. provide room for                                |
| ___ 3. grimaces    | c. condition which causes difficulty communicating |
| ___ 4. sliver      | d. long passageway or hall                         |
| ___ 5. accommodate | e. scowls  |

(Literary Elements)

**B. Graphic Organizer:** Complete the story map.

<p style="text-align: center;"><b>Characters</b></p> <p>6. _____</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;"><b>Point of View</b></p> <p>7. _____</p>	<p style="text-align: center;"><b>Author</b></p> <p>8. _____</p> <p>_____</p> <p>_____</p>
<p style="text-align: center;"><i>Rules</i></p> <p style="text-align: center;">(Main Idea and Details)</p>		
<p style="text-align: center;"><b>Setting</b></p> <p>9. _____</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;"><b>Conflict(s)</b></p> <p>10. _____</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;"><b>Genre</b></p> <p>11. _____</p> <p>_____</p> <p>_____</p>

**C. True/False:** Mark each with a *T* for true or an *F* for false.

- \_\_\_ 12. Catherine hopes her new neighbor will enjoy swimming and sending Morse code messages with flashlight.
- \_\_\_ 13. Jason’s first communication with Catherine is regarding the house picture she is drawing.
- \_\_\_ 14. Catherine doesn’t want David to talk because Catherine hopes to impress Ryan.
- \_\_\_ 15. Everyone at the bus stop is invited to wait in Ryan’s house on rainy mornings.