STUDENT PACKET



GRADES 6-8

The Same Stuff as Stars

Katherine Patterson



READ, WRITE, THINK, DISCUSS AND CONNECT

The Same Stuff as Stars

Katherine Patterson

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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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Word Map

Directions: Choose a vocabulary word from the list, and complete the word map below. On a separate sheet of paper, repeat the activity for seven more vocabulary words.



Chapters 19–21

- 1. Why does Grandma say her son Ray is dead?
- 2. How does Angel come to Ray's defense?

Name _____

- 3. Where does Miss Liza take Angel? Why does Grandma stay at home?
- 4. What does Ray say he will become when he dies? How does this refer to the novel's title?
- 5. Why does Angel think Ray should be buried at night?
- 6. How does the Robert Frost poem help Angel?
- 7. Why do you think the author chose a Robert Frost poem to use in this book?
- 8. What does the social worker want?
- 9. Who tells the social worker how well Angel and Grandma get along?
- 10. The nurse says, "Sometimes trouble comes piling in..." (p. 260). What does this mean?
- 11. Angel says, "I am not the boss. I'm just the kid" (p. 263). What does Angel mean?
- 12. Will Angel ever teach Bernie about the stars?
- 13. What will happen when Verna and Bernie come home from the hospital?

Cause/Effect Chart

Directions: Each action in *The Same Stuff as Stars* results in another action. This is called **cause and effect**. On the chart, list one event that happens at the beginning of the book and follow its effects throughout the novel.



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