



**STUDENT PACKET**

**GRADES 3-5**

# The School Story

Andrew Clements

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

# The School Story

Andrew Clements

## 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!

---

**ISBN 978-1-50204-947-6**

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your  
local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

[sales@novelunits.com](mailto:sales@novelunits.com)

[novelunits.com](http://novelunits.com)

Name \_\_\_\_\_

*The School Story*  
Activity #5 • Vocabulary  
Use After Reading Chapters 18–20

contract (145)

draft (164)

relieved (186)

segment (189)

**Directions:** Choose one vocabulary word from the list above. Turn to the page on which it is used in *The School Story*. Complete the word map below.

**Synonyms**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Antonyms**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**WORD**

\_\_\_\_\_

**Definition in  
your own words**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Used in a  
sentence**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

**Directions:** Write a brief answer to each question as you read the novel at home or in class. Use the questions to guide your reading and prepare for class discussion.

**Chapters 1–5, pp. 1–29**

1. How does Zoe feel about Natalie’s story?
2. Is Natalie’s book complete? Why or why not?
3. What are care lines and worry lines?
4. How is Natalie inspired to write a school story?
5. Why doesn’t Natalie’s father read to her anymore?
6. Who are the people in the illustrations on page 11 of Chapter 2?
7. According to Natalie, what happens to most books sent to publishing companies by new authors?
8. What city do Zoe and Natalie live in?
9. What different types of transportation are described in Chapter 3?
10. What safety procedures did Natalie learn from her father?
11. What safety-related items does Natalie carry?
12. What does Natalie imagine that a publishing company will be like? How is it different from her expectations?
13. What is a pseudonym?
14. Who is pictured in the illustration on page 26?
15. Who is Cassandra Day?

**Chapters 6–10, pp. 30–68**

1. Why do editors bother reading from the “slush pile”?
2. According to Hannah Nelson, who writes the books that get published every year?
3. [ Deleted for Sample ]

