



STUDENT PACKET

GRADES 6-8

Schooled

Gordon Korman



READ, WRITE, THINK, DISCUSS AND CONNECT

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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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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 _____

Free Writing

Directions: You will be given ten minutes to jot down your ideas and beliefs about the following subjects. You do not need to use complete sentences. Be prepared to share your answers during class discussion.

hippies: _____

communes: _____

the 1960s: _____

bullying: _____

middle-school students: _____

banking: _____

foster homes: _____

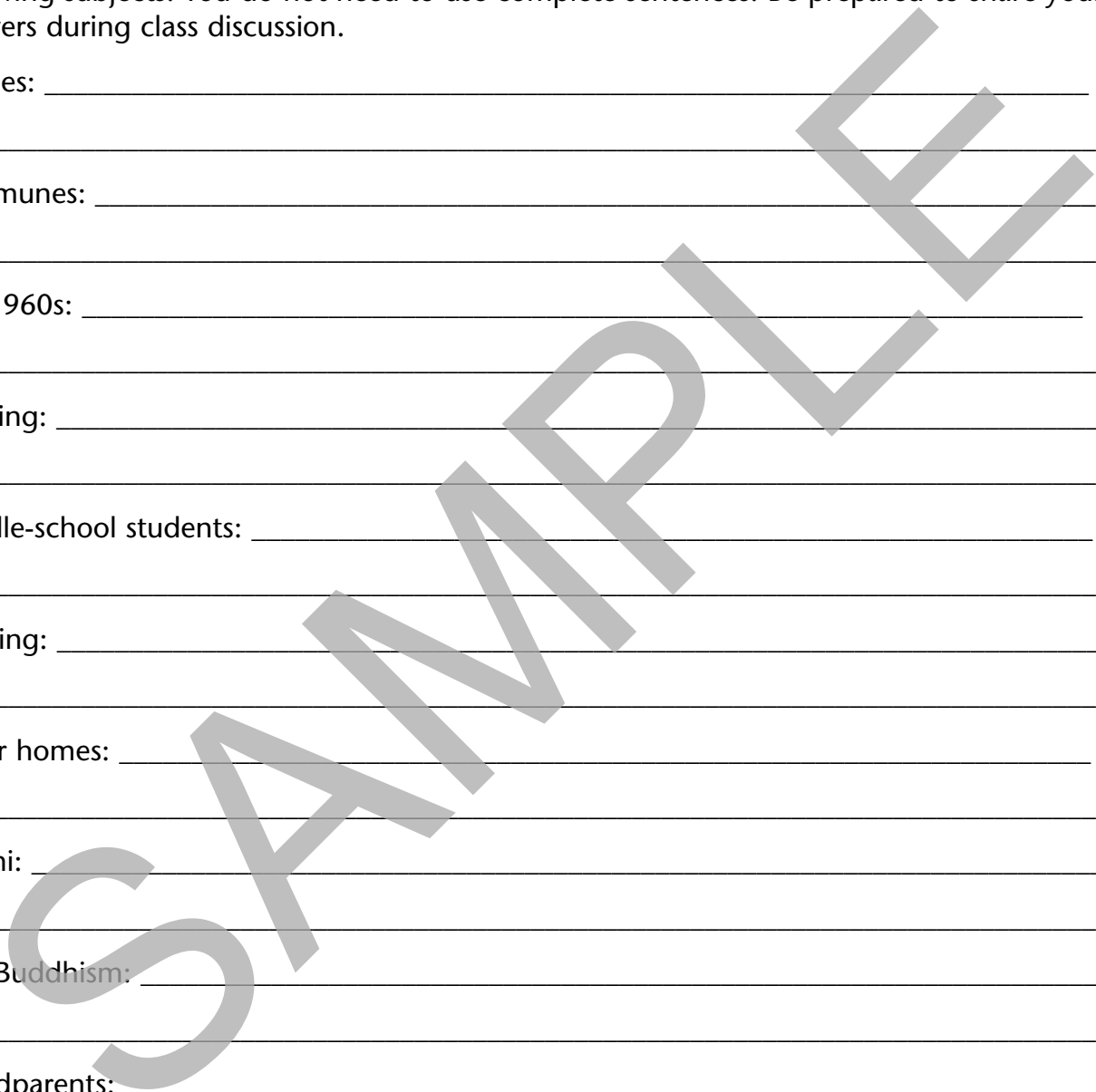
tai chi: _____

Zen Buddhism: _____

grandparents: _____

divorce: _____

nerd/dweeb/doofus: _____



Name _____

Vocabulary Card Game

tyrant	dubious	mentor	shindig
castoffs	contortion	refugee	kibosh
ordeal	faze	mollify	mastermind
berserk	vantage	envisioned	standoffish
raucous	erratically	foyer	lamented

Directions:

- Cut out the following pages.
- Give one card to each student in the class.
- The student who has the starred card begins by reading his/her question.
- The student who has the card with the correct vocabulary word responds and then reads his/her question.
- Play continues in this manner until all cards have been read.

★ **tyrant**

Who has a word that means expressed grief, sorrow, and deep regret?

castoffs

Who has a word that means party or festive occasion?

dubious

Who has a word that means ruler with absolute power?

contortion

Who has a word that means items that someone else has thrown away?

mentor

Who has a word that means doubtful; unlikely to be true?

refugee

Who has a word that means twisted position or expression?

shindig

Who has a word that means wise person who gives advice and assistance?

kibosh

Who has a word that means someone who has fled from another place?

Chapters 7–9

1. What is Mr. Kasigi's major concern about Cap?
2. Which does Mrs. Donnelly consider better, middle school or Garland Farm?
3. What does Sophie do to Cap as he performs martial arts on their lawn?
4. Who apologizes for Sophie's actions? What excuse does she give?
5. According to Rain, what is the purest form of education?
6. With whom is Cap becoming friends?
7. What advice does Cap's friend give to him about Lorelei Lumley?
8. Why does Cap have to walk barefoot on the bus floor?
9. How does Sophie explain Cap to her boyfriend?
10. How does Cap react to TV?
11. Why is Cap a good driving teacher?
12. How does Sophie keep their driving escapades secret?

Chapters 10–12

1. What is Cap's reaction to the practical jokes played on him? How does Zach feel about this?
2. What vow does Zach make regarding Cap? What is Naomi's reaction?
3. For what response from Cap does Naomi secretly hope?
4. According to Hugh, what is the best thing about Cap Anderson?
5. What happens to Mr. Rodrigo? What does Cap do?
6. While driving the bus, what emotion does Cap show for the first time? What makes him feel this way?
7. What happens to Cap when he arrives at the hospital?
8. What does Cap wish for the characters on *Trigonometry and Tears*?
9. Who joins Cap in practicing tai chi?
10. What advice does Naomi give Cap regarding Zach and his followers?

Chapters 13–15

1. How does Sophie feel about her mother's kind attitude toward people?
2. What causes Cap to become popular?
3. What is Rain's opinion of Sophie? How does Cap respond?

Name _____

Who Am I?

Directions: Write a riddle describing a character in the novel. Include adjectives, adverbs, nouns, and verbs that will help other students see this character in their mind's eye. Describe how the person looks, acts, feels, talks, and how other people in the story treat this character. (Do not reveal which character is the answer to your riddle.) Then, in groups of 4–6, exchange your riddles and try to answer them.

Who Am I?
I have _____

I can _____

In the story, people say I _____

Who am I?
I am _____

