

Student Packet

Grades 7–8

Schooled

Gordon Korman

NOVEL UNITS[®]



NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



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SCHOOLED

by
Gordon Korman

Student Packet

Written by
Patricia Hutchison

Contains masters for:

- 2 Prereading Activities
- 4 Vocabulary Activities
- 1 Study Guide
- 2 Comprehension Activities
- 2 Literary Analysis Activities
- 2 Critical Thinking Activities
- 4 Character Analysis Activities
- 4 Quizzes
- 1 Novel Test

PLUS

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

The 2008 Hyperion Paperbacks for Children edition of the novel, © 2007 by Gordon Korman, was used to prepare this guide. The page references may differ in other editions. Novel ISBN: 978-1-4231-0516-9

Please note: Parts of this novel deal with sensitive, mature issues. Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with them.

ISBN 978-1-60878-498-1

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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)

Name _____

B. Compound Words: Separate the two parts of each compound word into the chart below. In the last column, write the dictionary definition for each vocabulary word.

Vocabulary Word	Word 1	Word 2	Definition
bandwagon			
supernova			

C. Root Words: Select six unused words from the vocabulary box and identify the root word for each. The root of *idealism*, for example, is *ideal*.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

3. Why is Mr. Kasigi happy about the conference outcome?
4. What does Mr. Kasigi find on his desk?
5. Whom does Mrs. Donnelly fault for the problems with the Student Activity Fund? Why does she feel this way?
6. What is Mr. Kasigi's decision regarding the Halloween dance?
7. What does Naomi tell Zach about their relationship?
8. What conclusion do the students come to regarding Cap's absence?
9. What does Hugh take from Zach's hair?
10. What prompts Zach to make himself popular again? What plan do Zach and Hugh devise?
11. Whom does Sophie imagine in place of the dancing instructor?
12. What does Sophie realize about her bracelet? What is her reaction?

Chapters 27–31

1. How does Cap feel about being away from C Average?
2. What does Cap decide to do? How will he pay for the transportation?
3. What is happening when Sophie and Cap get to the school?
4. What does Mrs. Donnelly realize about Sophie's bracelet?
5. Why does Hugh admire Cap?
6. How do the students pay tribute to Cap?
7. For what reason does Hugh address the student body?
8. What revelation surprises students attending the tribute?
9. How does Rain react to the students' tribute to Cap?
10. What does Cap begin to do?
11. What does Zach admit to himself about Cap?
12. Why is Cap arrested again? Why is he so surprised?
13. According to Cap, what is the most important thing he learned while attending C Average?
14. What has happened to Garland Farm and why?
15. With whom will Cap stay until his and Rain's condo is ready?

Name _____

Diamante Poem

Directions: Choose two characters from the novel that have opposite personalities, such as Zach and Cap. Write a diamante poem contrasting them. This type of poem is written in the shape of a diamond, according to the following formula.

1. LINE 1: one word subject (noun)
2. LINE 2: two adjectives describing LINE 1 noun
3. LINE 3: three verbs ending in -ing or -ed to describe LINE 1 noun
4. LINE 4: four words—two related to the noun in LINE 1 and two related to the noun in LINE 7
5. LINE 5: three verbs ending in -ing or -ed to describe LINE 7 noun
6. LINE 6: two adjectives describing LINE 7 noun
7. LINE 7: one word opposite to LINE 1 noun (another noun)

Example:

	Zach	
	popular, handsome	
	bullying, bullying, outcast	
	smiling, captain, ungroomed, home schooled,	
	caring, loving, loved	
	weird, unpopular	
	Cap	

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Name _____

Bumper Stickers

Directions: In a few years, the characters in this novel will be able to drive legally. Design a bumper sticker that might be appropriate for each of four characters to display on his/her car, according to his/her personality. Write the character's name on the line below the


Name _____




Name _____




Name _____



Name _____