



STUDENT PACKET

GRADES 6-8

The Secret School

Avi

READ, WRITE, THINK, DISCUSS AND CONNECT

The Secret School

Avi

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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 _____

The Secret School
Activity #1 • Prereading
Use Before Reading
(Prior Knowledge/Summarize Major Ideas)

KWL

Directions: As the novel or content area is studied, fill in this chart. Before reading, review what you **KNOW** (about the setting and background) in the **K** column. The **W** column is for questions for which you **WANT** to find answers. The **L** column is completed after reading to list what you have **LEARNED**.

K	W	L

Name _____

Word Map

successive	sorely	obliged	simultaneously
wholly	fidgeting	giddy	sodden
irrepressible	kneading	anguish	

Directions: Complete a word map like the one below for six of the vocabulary words.

Definition

Synonym

Antonym

Pronunciation

Part of Speech

Vocabulary Word

Sentence

Name _____

Chapters Fourteen–Sixteen

1. Why does Herbert think his father is opposed to education?
2. How did Herbert learn the speech from *Julius Caesar*?
3. What secret does Herbert tell Ida?
4. Why are Tom's circulars worded strangely?
5. How does Ida justify the Secret School to the school board?
6. What is Ida's final argument to the school board?
7. What is the school board's decision?
8. How does Mr. Jordan put pressure on Ida as the teacher?
9. Where does Tom learn the slang word "airtight"?
10. Why does Ida feel confused after hugging Tom?

Chapters Seventeen–Eighteen

1. Describe the last two weeks of school.
2. What does Mrs. Bidson say that reveals her opinion of Mr. Jordan?
3. What happens to Ida and Felix on exam day?
4. What are the two parts of the exam?
5. What does Ida do before taking the exam? How does this make her feel?
6. How will the students be notified of their test scores?
7. How does Ida think she did on the exam?
8. What news does Ida get in the mail?
9. What events are included in Last Day Exercises?
10. What has Herbert decided to do with his life?
11. Why is Tom happy school is over?

Name _____

The Secret School
Activity #15 • Character Analysis
Use During and After Reading
(Character Analysis)

Character Web

Directions: Complete the character web below for Tom.

