



STUDENT PACKET

GRADES 6-8

Silent to the Bone

E. L. Konigsburg

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 _____

Clue Search

Directions: Collect information about the book for each of the items. Write down the information, and then make some predictions about the book.

Information Source	Information Provided
Book Title:	
Author:	
Author's Awards:	
Book's Awards:	
Date of copyright:	
Book divisions/chapter titles:	
Information from teasers on cover:	
Information from cover art:	

Your predictions about the book:

Name _____

Directions: Answer the following questions on a separate sheet of paper. Use your answers in class discussions, for writing assignments, and to review for tests.

Chapters 1–3

1. When did Branwell's silence begin?
2. Who speaks on the 911 call?
3. What is the most critical situation for Nikki after her injury? What is her medical state at the hospital?
4. On what day did Connor notice something different in his friendship with Branwell?
5. How does Connor decide he must act if he is going to help Branwell?
6. What is the age difference between Connor and Branwell?
7. In what field does Connor's mother have her master's degree?
8. What animal does Connor say Branwell looks like when he runs?
9. How did Branwell feel when Connor won an essay contest for the local Rotary Club?
10. Why was Branwell unenthusiastic when his father told him the name of the new baby?
11. Whom does Branwell visit every July?
12. What gives Connor an idea about how to communicate with Branwell?
13. What are three things Connor writes on the cards, and what do these phrases/words mean to him and Branwell?

Chapters 4–7

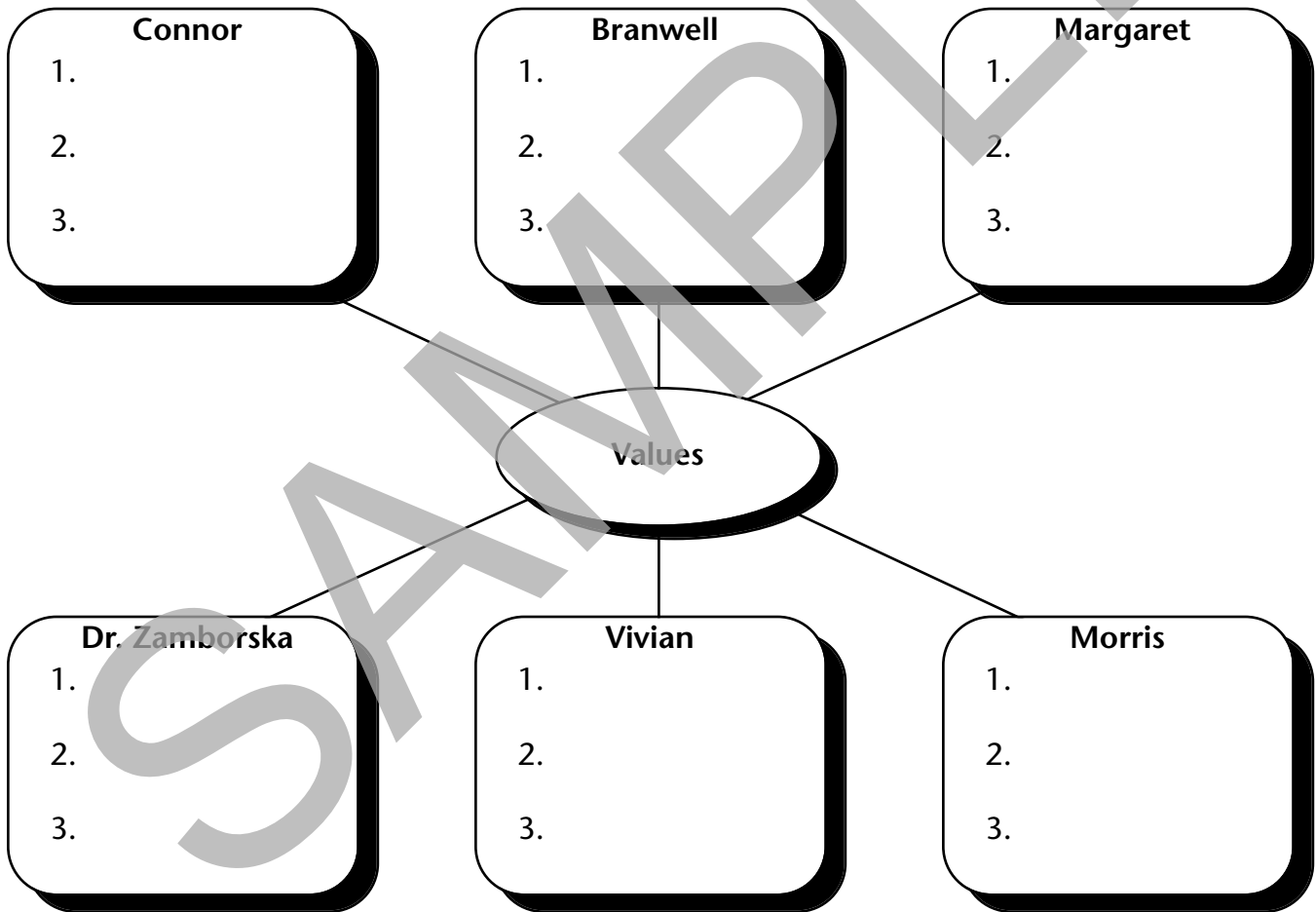
1. Whom does Branwell signal using Connor's cards? Describe this person.
2. What does Connor's father do at the university?
3. What does Branwell's father do at the university?
4. Who usually picked Branwell up from the airport after his trip to Florida? Who picked him up the year that Branwell's father and Tina became serious?
5. What phrase does Connor explain to Margaret?
6. Whom does Branwell identify next when he meets with Connor?
7. Whose idea was it that Branwell be away during the new baby's birth?
8. What did Branwell ask his grandparents with regard to his tennis lessons?
9. How do The Ancestors respond to changing their scheduled appointment time to see their grandson?
10. What does Connor observe during the replay of the 911 call?

Name _____

Understanding Values

Values represent people’s beliefs about what is important, good, or worthwhile. For example, most families value spending time together.

Directions: Think about the following characters from the novel and the values they exhibit. What do they value? What beliefs do they have about what is important, good, or worthwhile? On the chart below, list each character’s three most important values, from most important to least. Be prepared to share your lists during a class discussion.



After you have finished the chart and participated in the class discussion, think about which character seems to have values most like your own. Write a paragraph that explains why you chose this character.

Name _____

Rainstorming

Directions: Brainstorm the effects of Branwell's different silences. Use the graphic below. You may add extra clouds if necessary.

