

Student Packet

Grades 7–8

Silent to the Bone

E. L. Konigsburg

NOVEL UNITS[®]



NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



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SILENT TO THE BONE

by
E. L. Konigsburg

Student Packet

Written by
Monica L. Odle

- Contains masters for:**
- 2 Prereading Activities
 - 5 Vocabulary Activities
 - 1 Study Guide
 - 3 Comprehension Activities
 - 2 Critical Thinking Activities
 - 3 Character Analysis Activities
 - 3 Literary Analysis Activities
 - 1 Writing Activity
 - 3 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 2004 Simon Pulse paperback edition, © 2000 by E. L. Konigsburg, was used to prepare this guide. Page references may differ in other editions. Novel ISBN: 978-0-689-86715-6

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 978-1-60878-508-7

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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 _____

Chapters 12–14

1. What does Connor talk to Branwell about on Sunday?
2. Why isn't Nikki considered recovered if she is off the respirator?
3. Why does Margaret think that Branwell is silent?
4. Why doesn't Margaret want to go with Connor to the behavioral center?
5. How does Connor improvise his communication system?
6. What does Branwell do that gives Connor new hope for Branwell's recovery?
7. Where do Margaret and Connor eat dinner?
8. Does Morris admit that he knows Branwell Zamborski?
9. What suggestion does Connor make for finding out Morris's last name?
10. Why does Margaret call Connor early the next morning?
11. Whom does Connor meet on his way to the behavioral center?
12. Did Morris see Branwell hurt Nikki?
13. About what does Morris say Vivian is worried?
14. What word does Margaret want Connor to write on his cards?
15. What word keeps Connor from knowing Branwell the word Margaret wanted?
16. Whom does Branwell tell Connor to look for next?

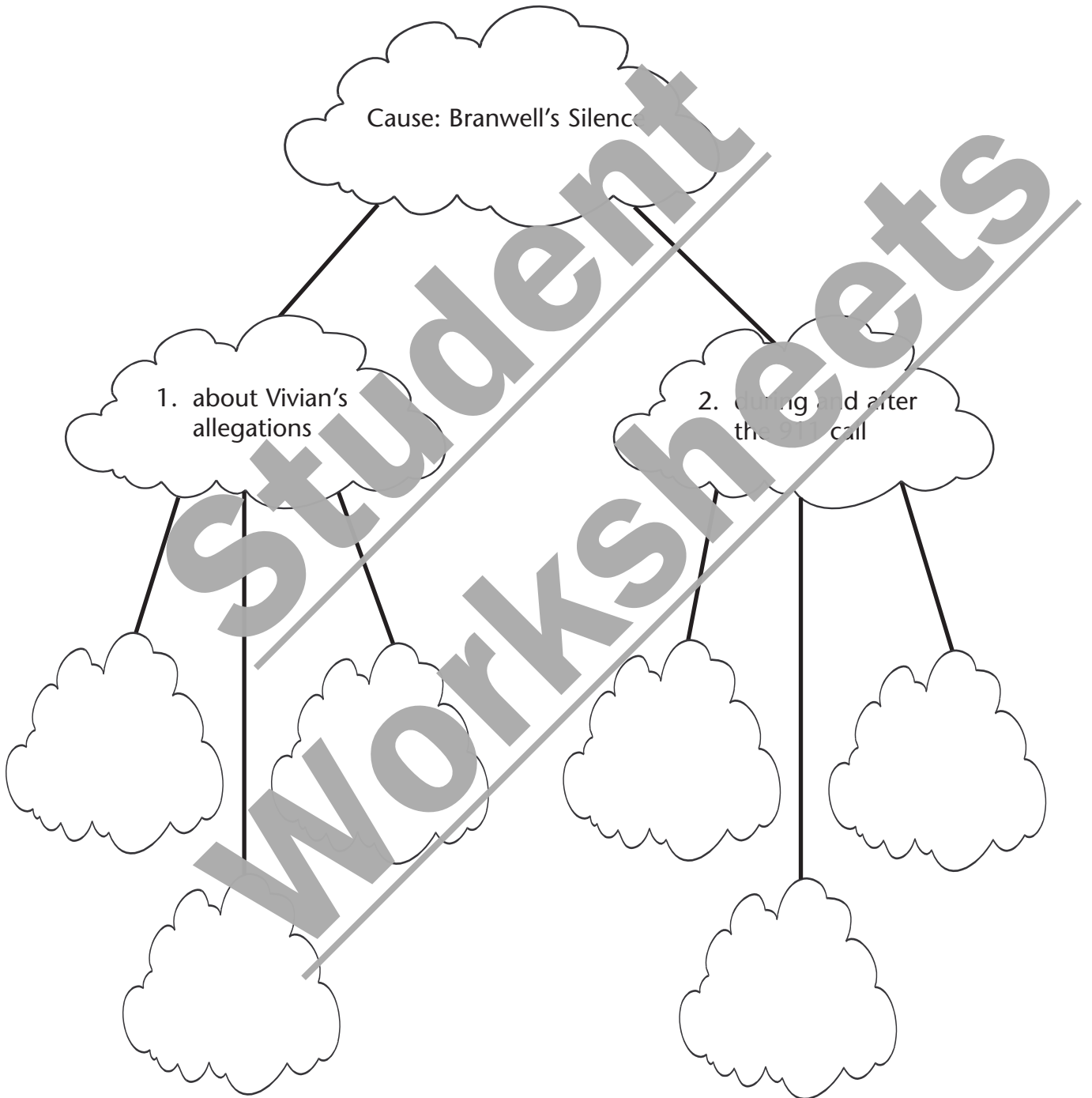
Chapters 15–18

1. On what days has Yolanda been working for the Zamborska family?
2. What does Yolanda do that Connor thinks is an art form?
3. Why doesn't Yolanda think Vivian should be rehired?
4. When did Vivian say she would take her bath on Columbus Day?
5. What does Connor do that he sometimes does that keeps him from telling her everything he would tell Margaret?
6. Between what two things does Margaret ask Connor to differentiate?
7. What does Margaret call Connor's feelings for Vivian?
8. What does the receptionist think caused Branwell to sleep poorly?
9. What does Branwell say to Connor using the cards?
10. Besides Thanksgiving, which American holiday was unknown to Vivian?

Name _____

Rainstorming

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



Name _____

Silent to the Bone
Activity #19 • Writing
Use After Reading
(Write to Inform)

News Article

Directions: Write a newspaper article for Epiphany dated January 1. Summarize the events surrounding Nikki’s injury and what happens to Branwell and Vivian. Consider which events would be made public and which would not. You may include an illustration.

Epiphany Daily News
Friday, January 1 • Section A, Page 1

Student Worksheets

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Name _____

(Cause/Effect)

B. Cause/Effect: Write at least one effect for each cause listed below.

Cause	Effect
5. Branwell insists that Connor investigate the 911 tape.	
6. None of Connor's cards say what Branwell wants to communicate.	
7. Vivian smokes	
8. The word "shame" springs to Connor's mind.	
9. Branwell reads Vivian's deposition	
10. Margaret wants to know the rules about au pairs and work visas.	

Student Worksheets