

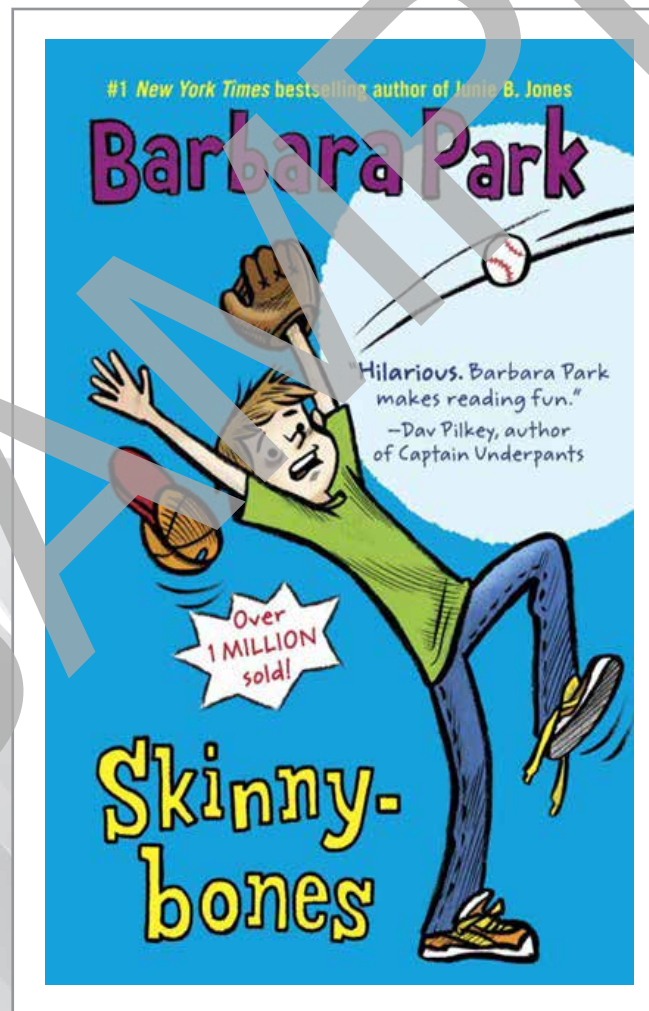


STUDENT PACKET

GRADES 3-5

Skinnybones

Barbara Park



READ, WRITE, THINK, DISCUSS AND CONNECT

Skinnyy bones

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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!

ISBN 978-1-50204-979-7

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Directions: Write a brief answer to each study question as you read the book at home or in class. Use the questions to guide your reading and prepare for class discussions.

Chapter 1, Pages 1-9

1. Who is the narrator of this story? What is he doing as the story begins?
2. Why does Alex dump the bag of Kitty Fritters on the floor?
3. Who does Alex think was scratching on the door? Who was it in reality?
4. Why does Alex's mother say, "Been fixing yourself a little snack?"
5. What is the first thing Alex is going to try to handle the situation?
6. Why does Alex tell his mother that Fluffy knocked the bag of Kitty Fritters on the floor?
7. How does his mother know that Alex is lying about Fluffy?
8. Why was Alex's mother grinning at him after she told him about the vet?
9. Why isn't Fluffy suppose to have too many Kitty Fritters?
10. What does Alex's mother call him because he tells so many big lies?

Chapter 2, Pages 10-15

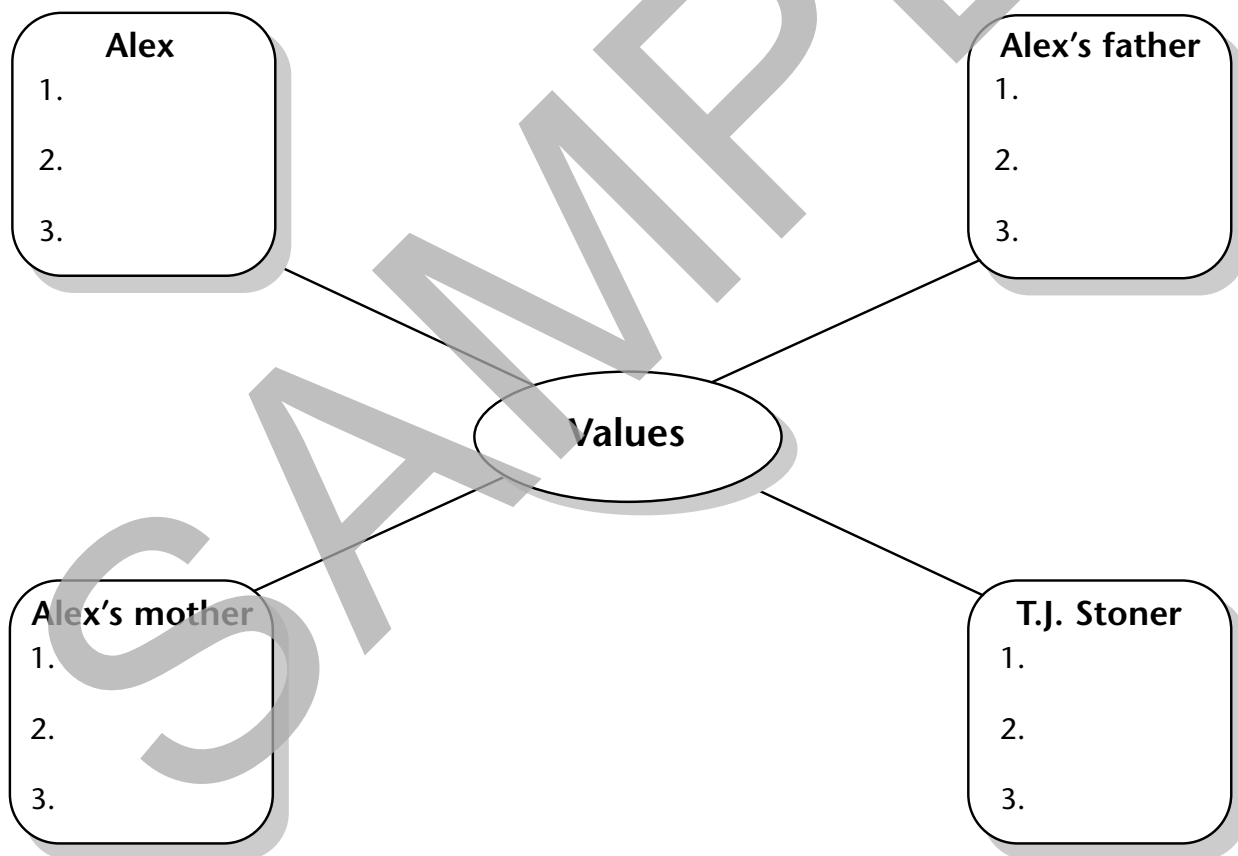
1. Why did Alex sit quietly at his desk and keep his mouth shut when he was in Kindergarten?
2. When is the first time that Alex made people laugh?
3. Why does Alex start making up lies about funny things that happen to him?
4. What did Miss Henderson make all the students do the very first day of school?
5. Why do you think Alex was bored the first day of school?
6. Why does Alex think he finally got a teacher that appreciates him?
7. What does Alex say to the class that makes them laugh?
8. Who was the last person to talk about himself?
9. Where did T.J. Stoner live before he came to Alex's school?
10. Why was Miss. Henderson impressed with T.J. Stoner?

Understanding Values

Directions: Values represent people’s beliefs about what is important, good, or worthwhile. For example, most families consider spending time together as very important—it is something they value.

Think about the following characters from *Skippybones* and the values they have: Alex, Alex’s father, Alex’s mother, T.J. Stoner. 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.

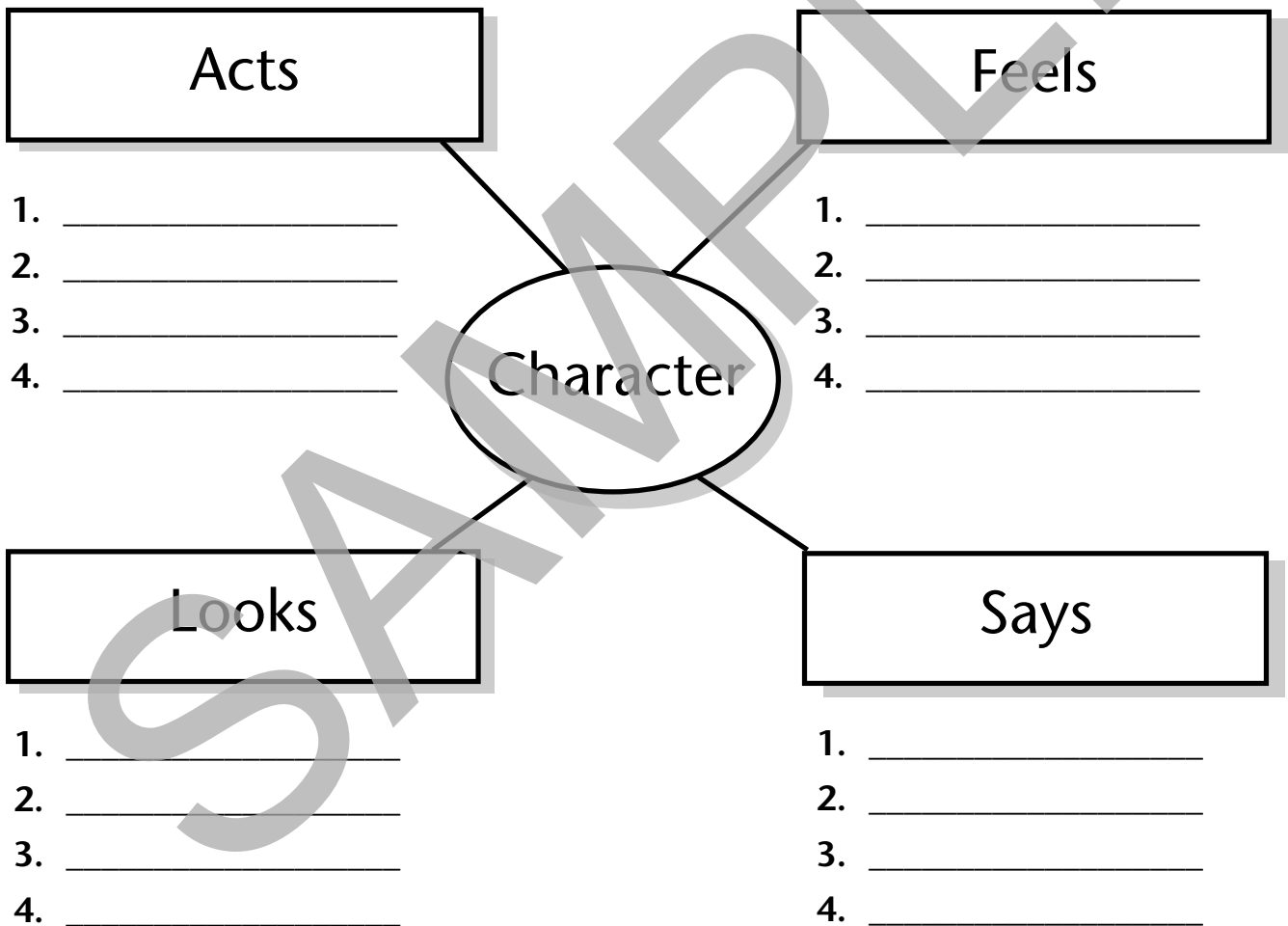


After you have finished the chart and participated in the class discussion, think about which character seems to have values most like your own. Write a paragraph that explains why you chose this character.

Name _____

Character Sketch

Directions: Think about the characters from *Skippybones*. Which character was your favorite? Why? List this character's qualities on the attribute web. (You may have made attribute webs for several characters as you read the book. If so, use information recorded from these webs to review the characters and select qualities to list on the attribute web below.) Then use details from the attribute web to write a character sketch of your favorite character.



Name _____

Be a Detective

Directions: Write a riddle that describes one of the characters in the book, *Skippybones*. Be sure to include adjectives, adverbs, nouns, and verbs that help the other students to 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.

Who Am I

I Have

I Can

