



**STUDENT PACKET**

**GRADES 6-8**

# So B. It

Sarah Weeks



**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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3901 Union Blvd., Suite 155

St. Louis, MO 63115

[sales@novelunits.com](mailto:sales@novelunits.com)

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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 \_\_\_\_\_

## Anticipation Guide

**Directions:** Rate each of the following statements before you read the novel, and discuss your ratings with a partner. After you have completed the novel, rate and discuss the statements again.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_  
strongly agree strongly disagree

	Before	After
1. The truth is powerful.	_____	_____
2. Sometimes life isn't fair.	_____	_____
3. Everything happens for a reason.	_____	_____
4. Where you came from isn't important.	_____	_____
5. Some things in life a person just can't know.	_____	_____
6. If you're not careful, you may believe your own lies.	_____	_____
7. A person should do everything possible to help family members.	_____	_____
8. You can't miss something you never had.	_____	_____
9. A person has the right to know his or her personal history.	_____	_____
10. All a parent needs to be able to do is love his or her child.	_____	_____

Name \_\_\_\_\_

## Vocabulary Word Map

puckered  
distorted  
intertwined  
queasy

mental  
retched  
resemblance  
grimy

humiliating  
lull  
ignite  
inconsolably

nausea  
cogs  
anxiety

**Directions:** Examine how each vocabulary word from the list above is used in the novel. Choose seven vocabulary words, and complete a word map for each.

### Synonyms

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### Antonyms

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WORD

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### Definition in your own words

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### Used in a sentence

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

### Heidi–Soof

1. Why doesn't anyone know the true color of dinosaurs?
2. How does Bernadette teach Mama to do things?
3. How does agoraphobia affect Bernadette?
4. What is a "royal rimple"?
5. What is the difference between Bernadette and Heidi regarding their fathers?
6. How does Heidi get extra cash for unexpected expenses? Why does she have to be careful doing this?
7. What does Bernadette mean when she says to "listen to the eyes" (p. 19)?
- \*8. How did Heidi become a part of Bernadette's life? Do you think Mama knows the importance of this event?
9. What is the only name Bernadette and Heidi know for Mama?
10. What about Zander fascinates Heidi? Why?
11. How many words does Mama speak? Which word most interests Heidi?
12. What does Heidi say is a person's right?

### Shh–Out

- \*1. Why does Bernadette want Mama and Heidi to stay inside the apartment?
2. How are Mama and Heidi the opposite of Bernadette?
3. What is Mama's reaction to the bus?
4. Why does Mama offer Heidi tea when Heidi asks about "soof"?
5. What does Heidi discover in the back of a drawer?
6. Where is Hilltop Home located?
7. What happens to the photo of Mama and her mother? Why does this happen?
8. Who refuses to return Bernadette's telephone calls?
9. Why does Bernadette ask Heidi to clean out closets? What does Heidi find while cleaning?
- \*10. How does Heidi get Bernadette to step outside the apartment? Do you think Heidi is wrong to ask this of Bernadette?

Name \_\_\_\_\_

### Character Chart

**Directions:** In the boxes across from each of the feelings, describe an incident or time in the novel when each of the listed characters experienced that feeling. You may use “not applicable” if you cannot find an example.

	Heidi	Mama	Bernadette
Frustration			
Anger			
Fear			
Humiliation			
Relief			
Triumph			

Name \_\_\_\_\_

### Story Map

**Directions:** Select five events from the novel that have a significant effect on Heidi. List the events in the order in which they occur.

A vertical sequence of five empty rectangular boxes, each connected to the one below it by a downward-pointing arrow. This structure is designed for students to list five significant events from the novel in chronological order.

Which event do you think has the biggest effect on Heidi? Why? \_\_\_\_\_  
\_\_\_\_\_