

Student Packet

Grades 7–8

So B. It

Sarah Weeks

NOVEL UNITS[™]



NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



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So B. It

by
Sarah Weeks

Student Packet

Written by
Linda Herman

- Contains masters for:**
- 2 Prereading Activities
 - 7 Vocabulary Activities
 - 1 Study Guide
 - 1 Comprehension Activity
 - 3 Literary Analysis Activities
 - 2 Character Analysis Activities
 - 2 Critical Thinking Activities
 - 2 Writing Activities
 - 2 Quizzes
 - 1 Novel Test
- PLUS**
- Detailed Answer Key

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 2005 Harper Trophy paperback edition of the novel, © 2004 by Sarah Weeks, was used to prepare this guide. Page references may differ in other editions. Novel ISBN: 978-0-06-441047-2

Please note: Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with them.

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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 _____

Vocabulary Word Map

puckered	mental	humiliating	nausea
distorted	retched	lull	cogs
intertwined	resemblance	ignite	anxiety
queasy	grimy	inconsolably	

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.

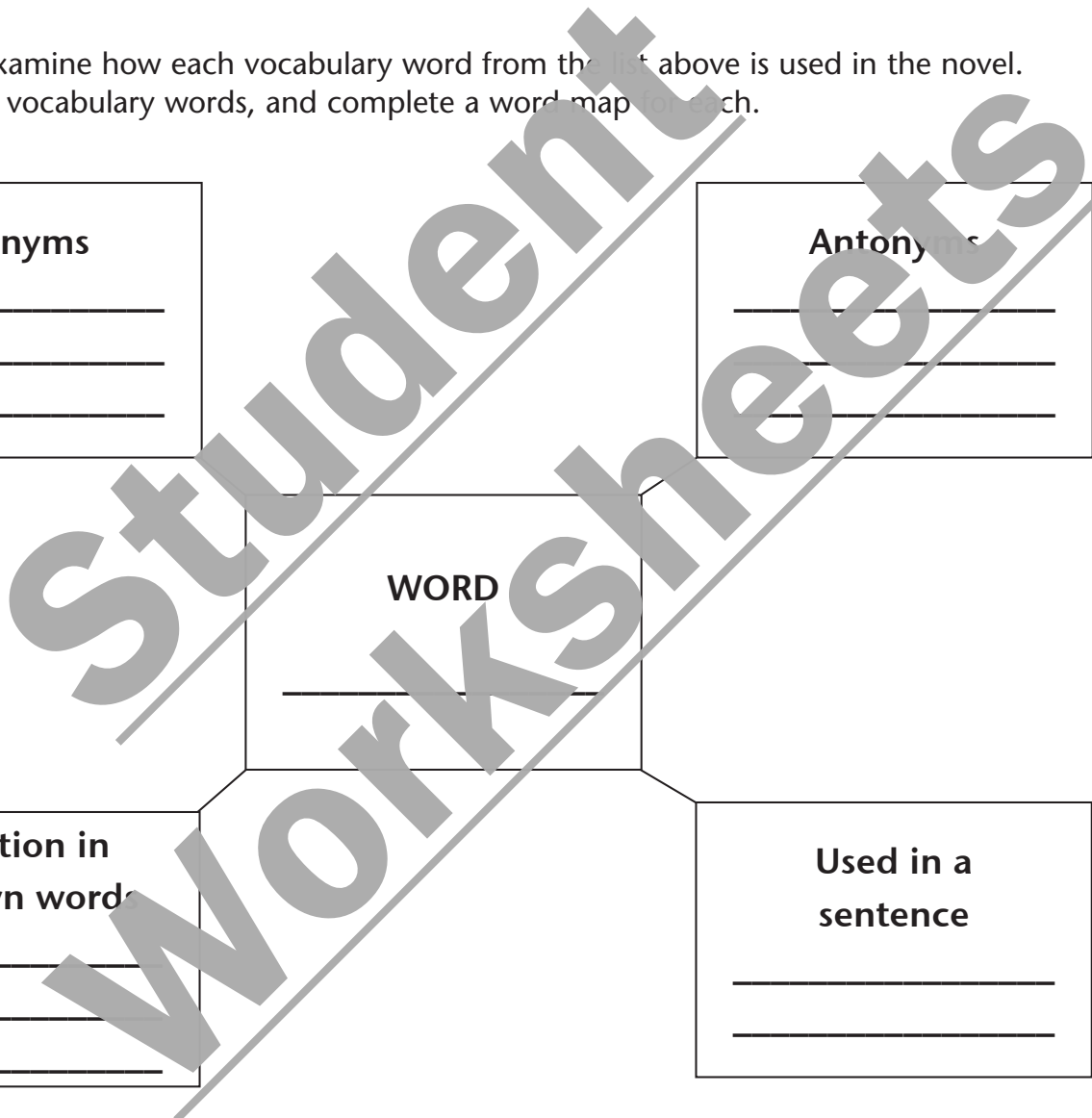
Synonyms

Antonyms

WORD

Definition in your own words

Used in a sentence



Uh-oh—So Be It

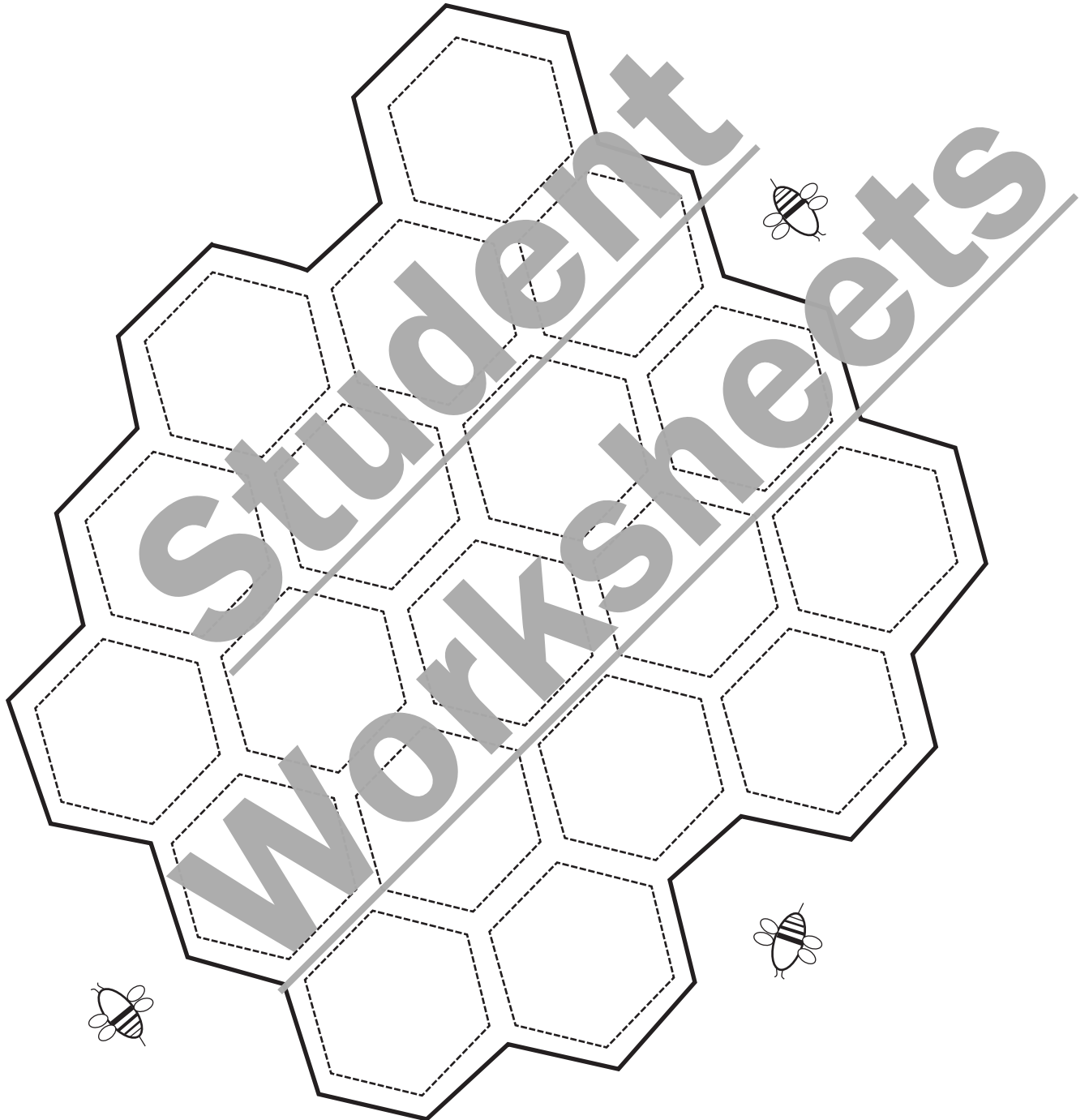
1. Who is Diane DeMuth?
2. What bargain did Thurman Hill make with Diane DeMuth?
3. How did Thurman Hill expect Elliot to react when Sophia left? How did Elliot react?
4. What is the biggest mistake Thurman Hill ever made?
5. What is “soof”?
6. What finally makes Heidi accept that “there are some things in life a person just can’t know” (p. 221)?
- *7. Why does Heidi feel as if she lost her grandmother and mother on the same day?
8. What does Heidi think Mama really meant when she said “soof”?
9. Why do Ruby and Roy ask Heidi to stay with them?
10. What does Thurman Hill give Heidi? What does he tell her?
11. What does Heidi discover on a box of jellifruits? Why is this important?
12. What lesson does Heidi learn about wanting to know everything?

Student
Worksheets

Name _____

Character Buzz Words

Directions: In the graphic below, write as many words as you can think of to describe Heidi. Your words may describe her appearance, personality, emotions, etc.



Name _____

Fact and Opinion

A **fact** is information that can be proven. An **opinion** is a personal viewpoint.

Directions: Read the following sentences. Write an *F* if the statement is a fact. Write an *O* if the statement is an opinion.

- ___ 1. Nobody knows for sure what color dinosaurs were.
- ___ 2. Agoraphobia is a fear of being in a public or open space.
- ___ 3. A person's eyes tell you whether s/he can be trusted.
- ___ 4. People lie when the truth is too hard to admit.
- ___ 5. Liberty is a city in New York.
- ___ 6. It's important to have good breath.
- ___ 7. Luck doesn't feel like anything; it's just there.
- ___ 8. You can distinguish a robin by its orange breast.
- ___ 9. Everything means something.
- ___ 10. Line-drying sheets makes them stiff.
- ___ 11. Caffeine calms people down.
- ___ 12. "Heide" is the name of the company that makes Jujufruits®.

BONUS: On the lines below, rewrite one of the opinions above to make it a fact.

Name _____

So B. It
Activity #19 • Writing
Use After Reading
(Write to Express)

Computer Blog

Directions: Imagine you are Heidi and you are writing a blog entry. In the space below, write your thoughts about the following statement from the novel: "...there are some things in life a person just can't know" (p. 33).

Student Worksheets

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