

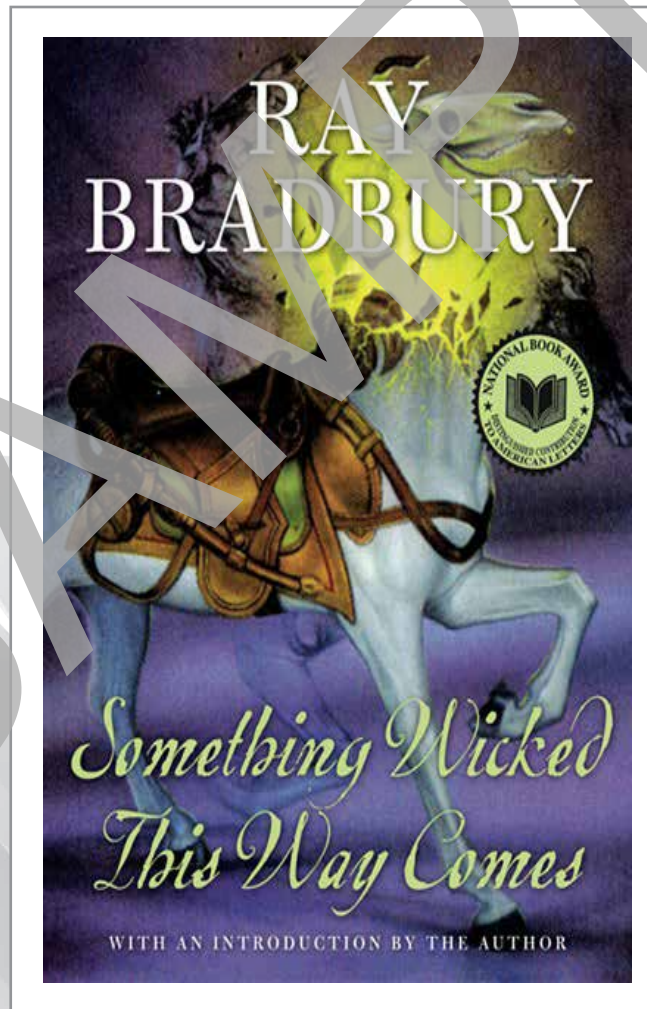


STUDENT PACKET

GRADES 9-12

Something Wicked This Way Comes

Ray Bradbury



READ, WRITE, THINK, DISCUSS AND CONNECT

Something Wicked This Way Comes

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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 _____

Vocabulary Chart

conjured whorls effulgence	soldered ganglion pandemonium	dialect conversants voluptuous	perambulated incongruous caper
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A. Directions: Place each vocabulary word from the box above in the correct column below according to its part of speech.

Noun	Verb	Adjective	Adverb

B. Directions: Choose one noun, one verb, and one adjective or adverb, and write a sentence for each on the lines below. Be sure to use the word as it is used in the context of the novel.

- 1. _____

- 2. _____

- 3. _____

Name _____

Chapters 41–47

1. With what promise does Mr. Dark attempt to bribe Charles?
2. How does Mr. Dark find Will and Jim in the library stacks?
3. How does Mr. Dark injure Charles when Charles tries to protect the boys?
4. How does the Dust Witch incapacitate the boys?
5. How does the Dust Witch attempt to kill Charles?
6. How does Charles thwart the Dust Witch's attempt to kill him?
7. Why do Will and Jim appear normal to Mr. Tetley and Mr. Kolb?
8. Where does Mr. Dark make the silent boys sit?
9. Which of the "sideshow freaks" risks their life for the Bullet Trick?
10. What does Charles volunteer to do, and whom does he ask to help him?
11. What does Charles etch into the bullet?
12. How does Mr. Dark attempt to ruin Charles's shot at the last moment?

Chapters 48–54

1. What happens to the Dust Witch?
2. Why is Charles nearly defeated in the Mirror Maze?
3. How does Will save his father?
4. How does Charles shatter the maze?
5. Why don't the "sideshow freaks" try to stop Will and Charles?
6. What happens to Mr. Electrico?
7. How does Will save Jim's life?
8. Who is Jed?
9. How does Charles kill Mr. Dark?
10. What happens to Mr. Dark's body after he is dead?
11. Why does Charles strike Will?
12. How do Charles and Will revive Jim?

Name _____

Cause/Effect Chart

Directions: Fill in the chart below with six events that are caused by the carnival's appearance in Green Town. The effects you list may be positive or negative.

