

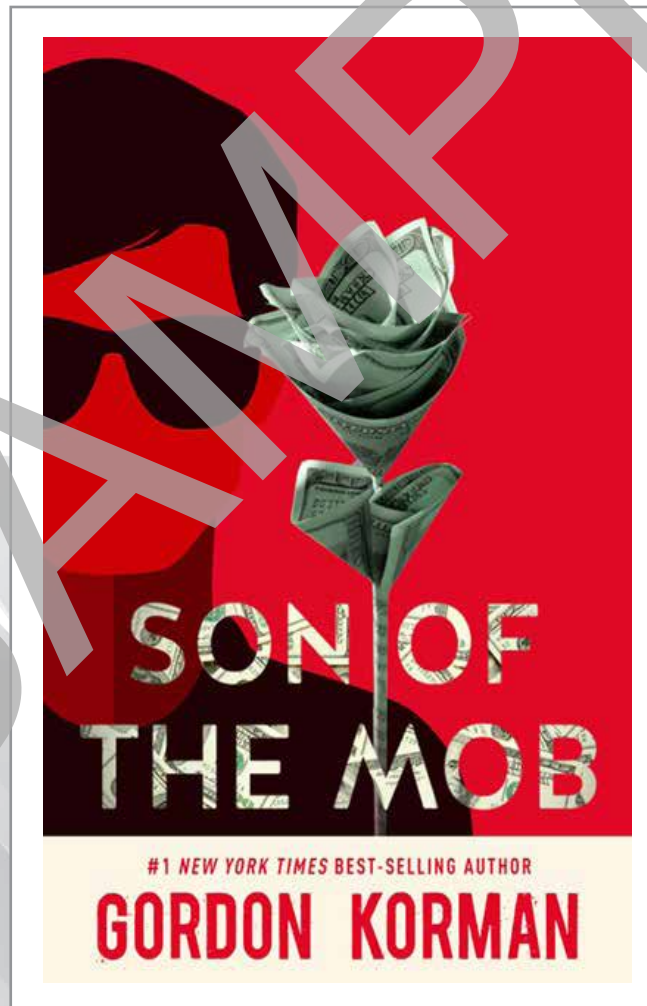


STUDENT PACKET

GRADES 9-12

Son of the Mob

Gordon Korman



READ, WRITE, THINK, DISCUSS AND CONNECT

Son of the Mob

Gordon Korman

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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:

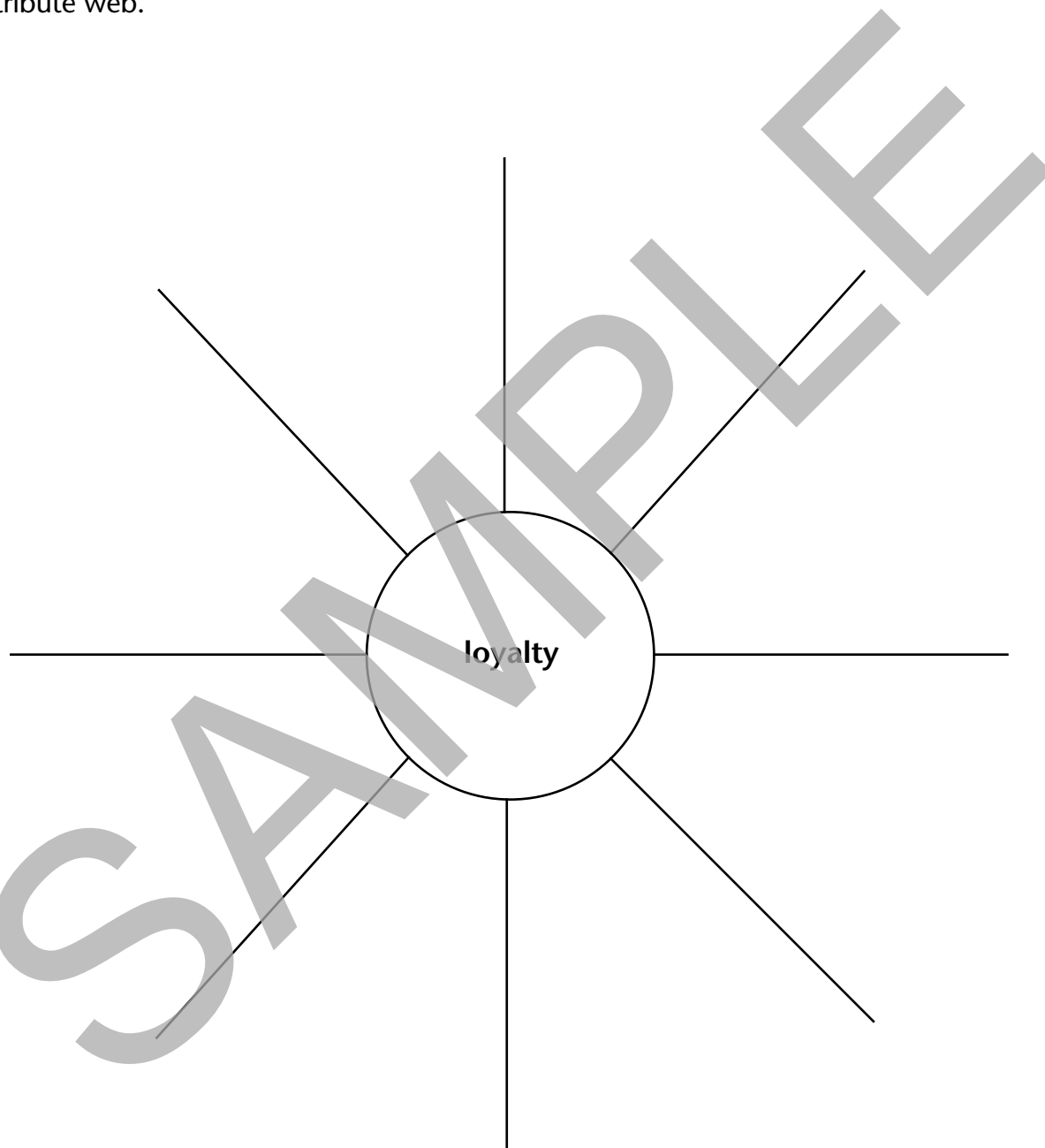
- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- 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 _____

Son of the Mob
Activity #1 • Prereading
Use Before Reading
(Prior Knowledge)

Attribute Web

Directions: Brainstorm the meanings and qualities of loyalty, and write them on the spokes of the attribute web.



Name _____

Vocabulary Matching

vicariously
ravenous
insidious

cajoling
apprentice
notoriety

eloquence
precariouly

disdainfully
quintessential

Directions: Match each vocabulary word to its correct definition. Then on a separate sheet of paper, write sentences using each vocabulary word.

- | | |
|-----------------------|---------------------------------------|
| ___ 1. vicariously | a. scornfully |
| ___ 2. cajoling | b. pure or perfect |
| ___ 3. eloquence | c. indirectly or through a substitute |
| ___ 4. disdainfully | d. deceitful |
| ___ 5. ravenous | e. repute for something unfavorable |
| ___ 6. apprentice | f. person who learns a trade |
| ___ 7. precariouly | g. dangerously |
| ___ 8. quintessential | h. effective expression |
| ___ 9. insidious | i. extremely hungry |
| ___ 10. notoriety | j. coaxing |

Name _____

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

Chapters One–Four

1. Why does Angela O'Bannon insist that Vince Luca take her home before their date is over?
2. How does Vince escape the police inspection at Bryce Beach?
3. With what is Vince's friend Alex obsessed?
4. What business does Vince's mother claim his father is in?
5. What is the true nature of Anthony Luca's business?
6. Name three "peculiarities" that show Vince's family is unlike other families.
7. Who bugs the Luca house?
8. What is Ray Francione's job?
9. Why does Vince like Ray?
10. Why is Vince so proud of his Mazda Protégé?
11. Why does Alex think playing football is such a great idea?
12. How is Vince able to make so many touchdowns?
13. Why is Vince upset when Cece pays a lot of attention to him?

Chapters Five–Seven

1. Where do Vince and Alex go?
2. Whom does Vince meet there?
3. Whom does Vince pretend to be, and why?
4. In what ways are Vince and Kendra alike? In what ways do they differ?
5. Why does Vince kiss Kendra?
6. What is the real issue with Vince liking Kendra?
7. What causes Vince to see the school nurse?
8. Where does Vince get this health issue?
9. Why does Kendra have the same problem?
10. How do Vince and Kendra agree to solve their problem?
11. How does Vince escape from Kendra's house?
12. Where does Vince go the next day?

Name _____

Son of the Mob
Activity #12 • Comprehension
Use During and After Reading
(Literary Devices)

Clue Log

Directions: When you read something you think might be important later in the novel, write it down. See if you can solve the novel's mystery.

Page	Clue (event or item)	Could have something to do with—

Name _____

Son of the Mob
Activity #15 • Character Analysis
Use During and After Reading
(Character Analysis)

Two Sides to Every Character

Directions: Choose a character from the novel, and list both his/her desirable traits and undesirable traits.

Desirable Traits

Undesirable Traits
