



**STUDENT PACKET**

**GRADES 6-8**

# Stargirl

Jerry Spinelli



**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 \_\_\_\_\_

### Getting the “Lay of the Land”

**Directions:** Prepare for reading by answering the following short-answer questions.

1. Who is the author?

\_\_\_\_\_

2. What does the title suggest to you about the book?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. When was the book written?

\_\_\_\_\_

4. How many pages are there in the book?

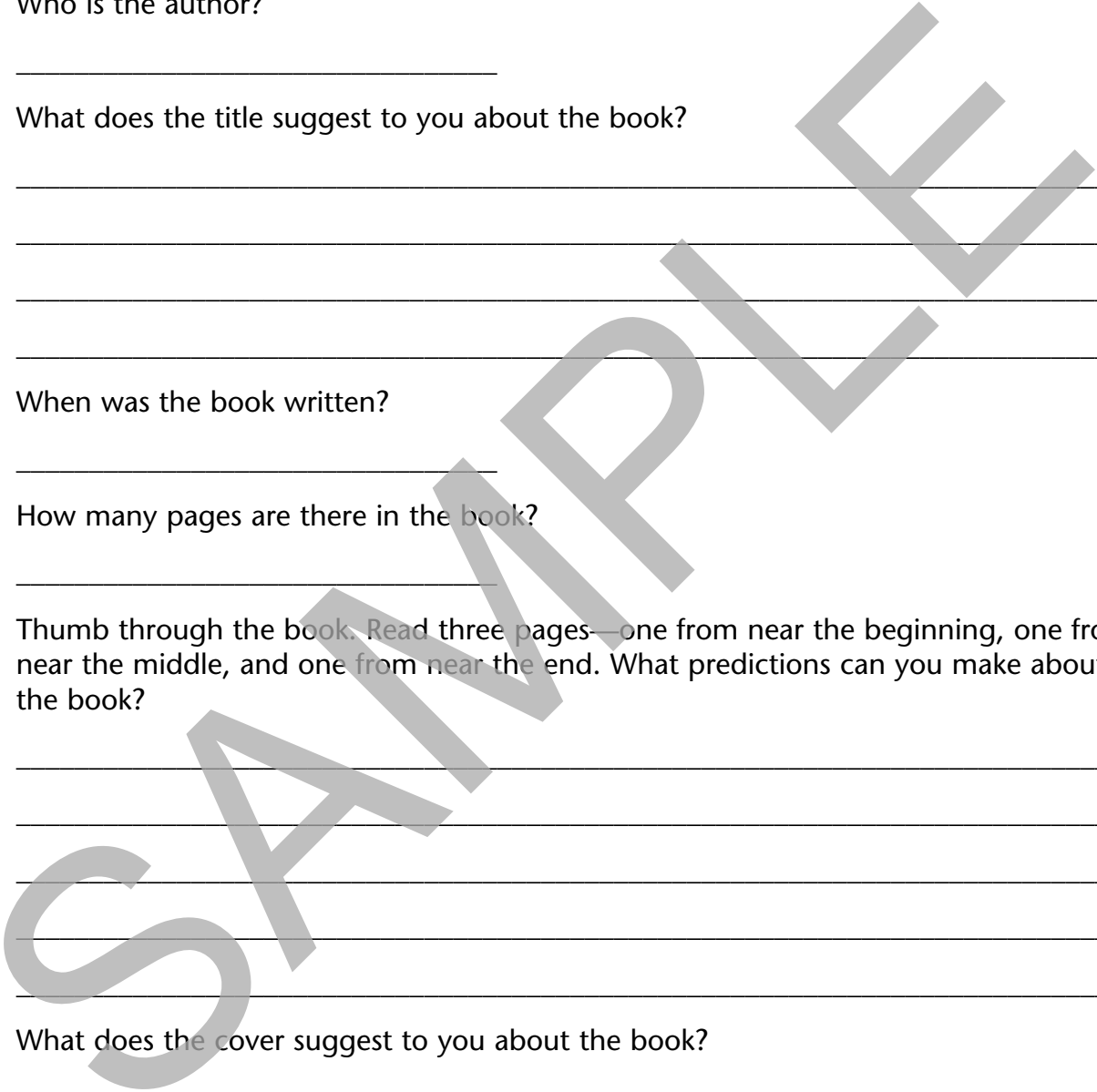
\_\_\_\_\_

5. Thumb through the book. Read three pages—one from near the beginning, one from near the middle, and one from near the end. What predictions can you make about the book?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. What does the cover suggest to you about the book?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

revving (77)	riddance (77)	acquainted (80)	crevices (82)
enchanted (85)	smitten (86)	dilapidated (90)	pleading (98)
excommunicated (100)	ambled (101)	mahogany (102)	derelict (104)
revel (107)	snit (108)	blotter (112)	facetiously (113)

**Teacher Directions:**

- Photocopy and cut out the following pages.
- Give one card to each student in the class.
- The student who has the card reading, “revving—What word means a removal of something unwanted or undesirable?” begins by reading his or her card aloud. The first card is starred.
- The student who has the card reading, “riddance—What word means familiar with?” reads his or her card aloud next.
- Play continues in this manner until all cards have been read.

★ **revving**

---

What word means a removal of something unwanted or undesirable?

**riddance**

---

What word means familiar with?

**acquainted**

---

What are folds or narrow openings sometimes called?

**crevices**

---

What word means magical or charming?

**enchanted**

---

Someone who is sharply affected with great feeling could be described as being what?

**smitten**

---

What word means run down?

**Chapters 10–12, pp. 43–61**

1. Why hadn't anyone ever refused to appear on *Hot Seat*?
2. What are two things Stargirl does for the citizens of Mica? How do others respond to her actions?
3. What is unique about Stargirl's approach to cheerleading during basketball games?
4. How does the Mica community respond to the basketball team's winning streak?
5. Why does a Red Rock custodian have to drive Stargirl home after an out-of-town basketball game?
6. Who is "Chico"?
7. Why doesn't Leo want anyone to watch the Stargirl episode of *Hot Seat*?
8. What pantomime does Stargirl surprise everyone with at the beginning of the show?

**Chapters 13–15, pp. 62–75**

1. What are some of the main things the jurors want to know about Stargirl when she appears on *Hot Seat*?
2. What happens that makes Mr. Robineau flip the master toggle and end the show?
3. Who is Sun Valley's basketball superstar?
4. What does Leo find the day after Mica Area High loses to Glendale?
5. How does Archie respond after the Loyal Order spends their Saturday session complaining about the basketball loss?

**Chapters 16–18, pp. 76–99**

1. What does Leo want to know about Stargirl once he realizes he likes her?
2. What is strange about Leo's conversation with Stargirl when they are both outside her house?
3. Where does Stargirl take Leo after school?
4. What does Stargirl tell Leo they are going to do while sitting in the desert?
5. Why does Leo reach over and hold onto Cinnamon?
6. What does Leo begin to notice at school after he and Stargirl become a couple?
7. Why does Kevin think people are ignoring Stargirl?

Name \_\_\_\_\_

***Stargirl***  
Activity #9 • Characterization  
Use During/After Reading  
(Character Analysis)

**Directions:** Complete the attribute web below by filling in information specific to a character in the book.

