

Student Packet

Grades 5–6

Stargirl

Jerry Spinelli

NOVEL UNITS[®]



NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



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STARGIRL

by
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Student Packet

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Contains masters for:

- 2 Prereading Activities
- 6 Vocabulary Activities
- 1 Complete Study Guide
- 3 Literary Analysis Activities
- 3 Characterization Activities
- 1 Creative Writing Activity
- 1 Critical Thinking Activity
- 1 Comprehension Activity
- 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 Random House paperback edition, ©2000 by Jerry Spinelli, was used to prepare this guide. Page references may differ in other editions.

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 _____

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?

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6. What does Susan title her first speech at the oratorical competition?
7. How does the audience respond when Susan finishes her last speech at the competition?

Chapters 29–31, pp. 157–175

1. What does Susan expect to find after she returns to the school after winning the state competition?
2. What does Susan actually find at the school? How does she respond?
3. Who appears at school the Monday after the competition?
4. Why does Leo leave Kevin in the studio?
5. What does Leo believe he should do for the U.S. Dance? What does he do?
6. What form of transportation does Stargirl take to the Ocotillo Ball?
7. With whom does Stargirl dance at the ball?
8. Why does Hillari Kimble slap Stargirl?
9. How does Stargirl respond when Hillari slaps her?

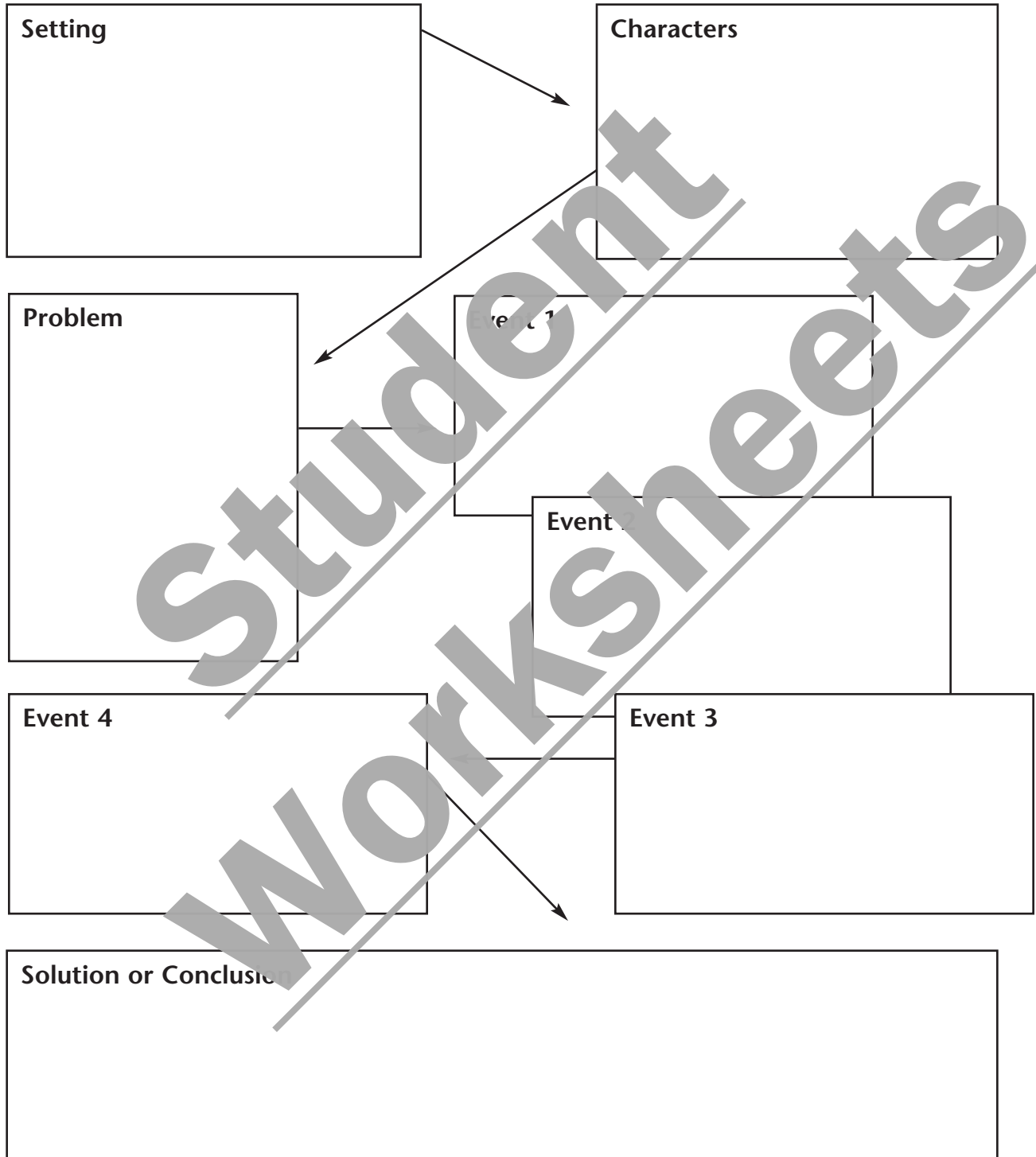
Chapters 32–More Than Stars, pp. 176–186

1. Why does Archie think Leo is an incredibly lucky boy?
2. Where had Stargirl kept her office?
3. Why do Archie and Leo drive out to the desert?
4. What did Kevin become as an adult?
5. What new club emerged at the high school?
6. How does Leo describe his life as an adult?

Name _____

Story Map

Directions: For each box below, fill in information about the book.



Name _____

A Character's World

Directions: Look at what is written about Stargirl's world in the top of each box. In the bottom of each box, write how your life experiences are the same or different from Stargirl's world.

<p>Stargirl's World</p> <p>She celebrates and cheers for all people, even her enemies and people from other schools.</p>
<p>My World</p> <hr/> <hr/> <hr/> <hr/>

<p>Stargirl's World</p> <p>Rather than spending money on clothes or jewelry, she purposely tosses coins onto walkways for others to find.</p>
<p>My World</p> <hr/> <hr/> <hr/> <hr/>

<p>Stargirl's World</p> <p>She doesn't seem to notice other people's opinions of her.</p>
<p>My World</p> <hr/> <hr/> <hr/> <hr/>

<p>Stargirl's World</p> <p>She wants to be around people her age in order to make friends.</p>
<p>My World</p> <hr/> <hr/> <hr/> <hr/>