

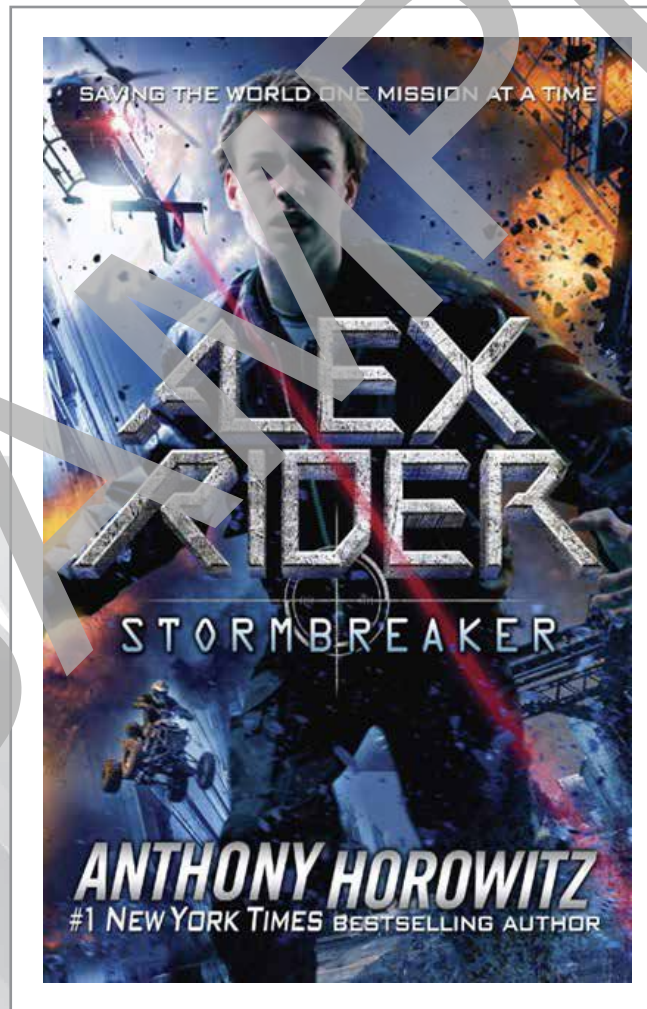


**STUDENT PACKET**

**GRADES 6-8**

# Stormbreaker

Anthony Horowitz



**READ, WRITE, THINK, DISCUSS AND CONNECT**

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Anthony Horowitz

## STUDENT PACKET

**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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**ISBN 978-1-50205-011-3**

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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/Plot Association

thatch	methodically	instantaneously	oppressive
complex	snooker	baize	hydraulic
lift	gazing	inconsolable	precaution
gangly	silhouetted	tarpaulin	vacated
unison	ghastly		

**Directions:** Select four of the above vocabulary words, and on the lines below, explain in two to three sentences why that word is important to the events in *Stormbreaker*.

Word #1: \_\_\_\_\_

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

Word #2: \_\_\_\_\_

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

Word #3: \_\_\_\_\_

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

Word #4: \_\_\_\_\_

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

Name \_\_\_\_\_

### Eleven O'Clock–Yassen

1. Where does Alex find the harpoon gun?
2. How does Alex get on board the cargo plane?
3. What do you think stops Alex from using the harpoon gun on the guards themselves?
4. Who is piloting the cargo plane?
5. What is the cargo plane carrying?
6. What are some of the landmarks Alex flies over?
7. What are the mysterious bundles on the plane?
8. How does Alex avoid being hit by the plane?
9. How much time does Alex have once he sees the Science Museum below?
10. What three things does Alex shoot at in the Science Museum?
11. Why don't the security guards shoot back at Alex?
12. What does Alex feel is his only reward for what he has accomplished?
13. What cover-up story is given to the press about what happened at the museum?
14. Why do you think Sayle wants Alex to watch him leave?
15. Who is flying Sayle's helicopter?

Name \_\_\_\_\_

### The Five Senses

**Directions:** Choose a character from the novel, and circle one of the five senses shown. On the lines below, describe what the character experiences through the chosen sense. You may limit your description to a specific chapter in the novel, or you may wish to examine the entire novel if time/space allows.



Character: \_\_\_\_\_

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