

Student Packet

Grades 5–6

Summer of the Monkeys

Wilson Rawls

NOVEL UNITS[®]



NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



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SUMMER OF THE MONKEYS

by
Wilson Rawls

Student Packet

Written by
Monica L. Odle

Contains masters for:	2	Prereading Activities
	6	Vocabulary Activities
	1	Study Guide
	2	Comprehension Activities
	3	Character Analysis Activities
	5	Literary Analysis Activities
	2	Critical Thinking Activities
	1	Writing Activity
	3	Quizzes
	1	Novel Test

PLUS Detailed Answer Key
and Scoring Rubric

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 2001 Dell Laurel-Leaf paperback edition of the novel, © 1976 by Woodrow Wilson Rawls, was used to prepare this guide. Page references may differ in other editions. Novel ISBN: 978-0-553-29818-5

Please note: Please assess the appropriateness of this novel 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 _____

Chapters 13–15

1. What is Jay Berry afraid might happen during the storm?
2. What does Jay Berry discover about Daisy's leg during the storm?
3. What does Daisy claim the Old Man of the Mountains was doing during the storm?
4. What does Papa invite Jay Berry to help with the next morning?
5. What miraculous discovery does Daisy make?
6. What couple does Mama describe in her story?
7. What wish does Jay Berry make?
8. How does Jay Berry locate the monkeys in the washhouse?
9. How is Jay Berry's interaction with the monkeys different this time than all of the other times? Why?
10. How does Jay Berry revive the monkeys?
11. Why does Papa agree with Jay Berry that the monkeys wanted to be caught?
12. What does each family member offer to do for the monkeys?

Chapters 16–19

1. How do Jay Berry and his grandfather plan to get a message to the circus owners?
2. What "wish" comes true for Powdy?
3. Why does Jay Berry's grandfather go to Indian Territory?
4. How does Jimmie react to seeing Ben Johnson?
5. How much money does Jay Berry receive from the circus?
6. Why is Jay Berry drawn to the paint store but hesitant to choose her?
7. Why does Jay Berry describe the walk back to his grandfather's store as "the longest walk [he] had ever taken in [his] life" (p. 66)?
8. How do Jay Berry's family members react when he gives Mama the sack filled with money?
9. How do Papa and Jay Berry fare while Mama and Daisy are gone?
10. Why is Jay Berry amazed when he sees Daisy at the train depot?
11. What surprise is waiting for Jay Berry at the Lees' home when the family returns?
12. What does Daisy ask Jay Berry to do?

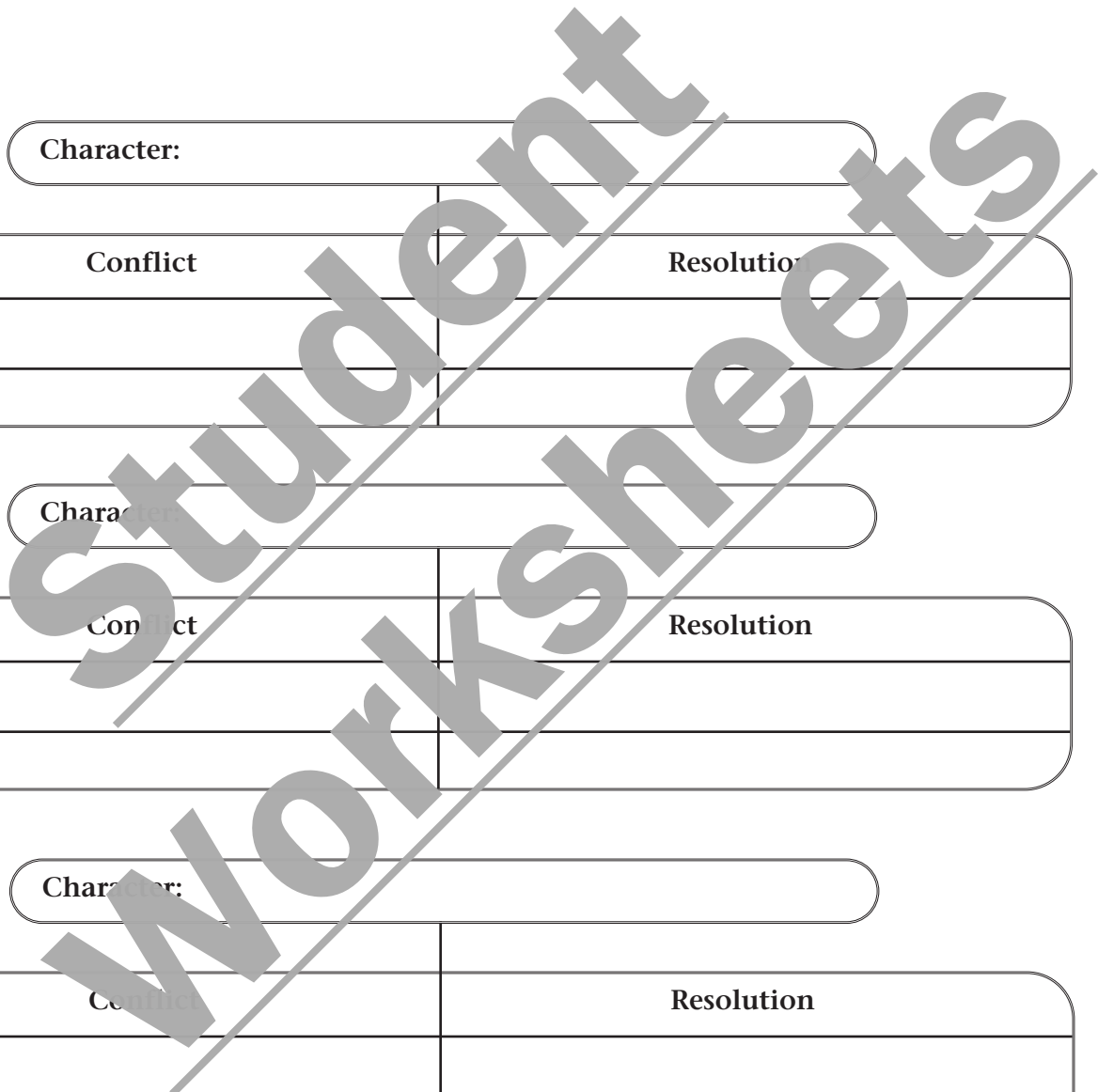
Name _____

Conflict

The **conflict** of a story is the struggle between two people or two forces. There are three main types of conflict: person vs. person, person vs. nature or society, and person vs. self.

Directions: The characters experience some conflicts in the story. In the chart below, list the names of three major characters. In the space provided, list a conflict each character experiences. Then, explain how each conflict is resolved in the story.

Character: _____	
Conflict	Resolution
Character: _____	
Conflict	Resolution
Character: _____	
Conflict	Resolution



Name _____

A Character's World

Directions: You may be able to draw parallels between a character's world and your own. Write a character's name in the blank. Describe that character's world. Then describe a related situation or event from your own world.

_____ 's World

My World

_____ 's World

My World

_____ 's World

My World

_____ 's World

My World

Student Worksheets

Name _____

Rainstorming

Directions: In the clouds below, describe some effects of the storm that hits the Lees' farm and the river bottoms.

