

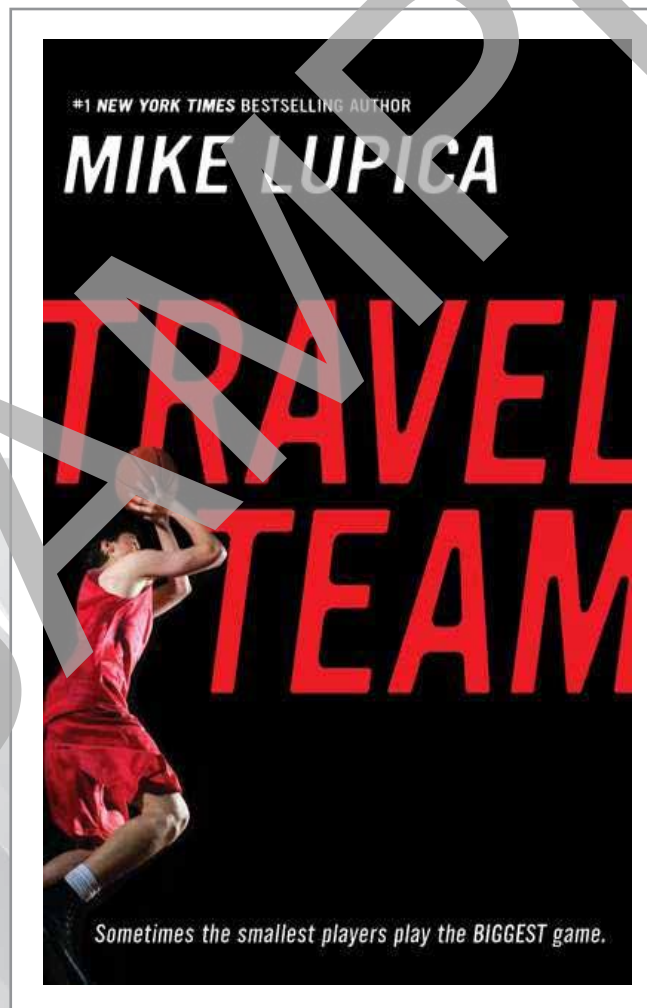


STUDENT PACKET

GRADES 6-8

Travel Team

Mike Lupica



READ, WRITE, THINK, DISCUSS AND CONNECT

Travel Team

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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 _____

Novel Predictions

Directions: Use the chart below to make predictions about the novel.

Title of the novel:
Based on the title and any cover information, what do you think the novel will be about?
In the space provided below, create an illustration for the novel based on the title.
Scan random pages throughout the novel, and then write a list of questions you want to answer while reading.

Name _____

Vocabulary Fill-in

acknowledged
obsessed
bionic
flare

stifled
intimidated
protest
colliding

alternative
complexion
vague

admiration
refrain
petition

Directions: Fill in the blanks below with the appropriate vocabulary words from above. You will not use all of the words.

The scientists were excited to see the (1) _____ man they had been developing for many years. They had (2) _____ that it would take many years and billions of dollars to develop the program. Now some opponents planned to (3) _____ the town to end the program. The people at the (4) _____ outside began chanting their favorite (5) _____: "Boo to the Bionic Man! Boo to the Bionic Man!"

The scientists felt a bit (6) _____ by the large mob outside, but nothing (7) _____ their great (8) _____ for their creation. They had been (9) _____ for many years—working endless hours, making countless sacrifices, all in the name of progress and security. Today they would unveil their creation, showing all of their critics how their innovation would protect a large meteor from (10) _____ with Earth.

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 1–3

1. What is a major physical characteristic of the main character, Danny?
2. According to Danny's father, what do most kids know about basketball that adults rarely figure out?
3. How does Danny's mother usually refer to his sneakers?
4. Who used to think that his own life was a movie?
5. Why does Ali tell Richie to talk to Danny on the night of tryouts?
6. Why is Danny fascinated by his father's hands?
7. Who is Jeff Ross?
8. Why is the seventh-grade travel team more important to Danny than other teams?
9. How did Danny play during each night of tryouts?
10. What bothers Danny the most about his father's absence?
11. Why is Danny's father famous for the Middletown-L.A. final?
12. For which professional basketball team did Richie Walker briefly play?
13. What subject does Danny's mother teach?
14. Why is Danny's mother worried as Danny prepares to go to school after his disappointment?
15. What superstar basketball player's history does Danny's mother mention whenever he tries out for any team?

Chapters 4–6

1. Which girl does Danny really like?
2. Who is the first person to hassle Danny about not making the travel team?
3. Whom does Danny think has more heart than he does?
4. Where will the Vikings have their first practice?
5. What item does Will think is incredibly valuable?
6. Who invented basketball?
7. After school, who joins Will in telling Danny that he should have made the travel team?
8. Why do Danny and Bren like Nate Archibald?

Name _____

Travel Team
Activity #10 • Literary Analysis
Use During and After Reading
(Literary Elements/Sequencing)

Story Map

Directions: Complete the story map below for *Travel Team*.

Title			
Setting, Characters, Problem, Solution			
Series of Events			
→	→		
→	→	→	→
→	→	→	→

Name _____

Travel Team

Activity #12 • Comprehension
Use During and After Reading
(Sequencing)

Create a Time Line Game

Directions: Split into groups of three, and illustrate major events from the novel in the 12 boxes below. Cut out the boxes on the dotted lines, and mix them up. Then, switch with another group. The fastest group to put the boxes in chronological order wins! (*If two teams tie, those teams will switch time lines and race to correctly sequence the new cards.)

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.

Danny's World _____ Danny's parents are divorced. _____ Danny lives with his mother and _____ rarely sees his father. _____
My World _____ _____ _____ _____

_____'s World _____ _____ _____ _____ _____
My World _____ _____ _____ _____

_____'s World _____ _____ _____ _____
My World _____ _____ _____ _____

_____'s World _____ _____ _____ _____
My World _____ _____ _____ _____