

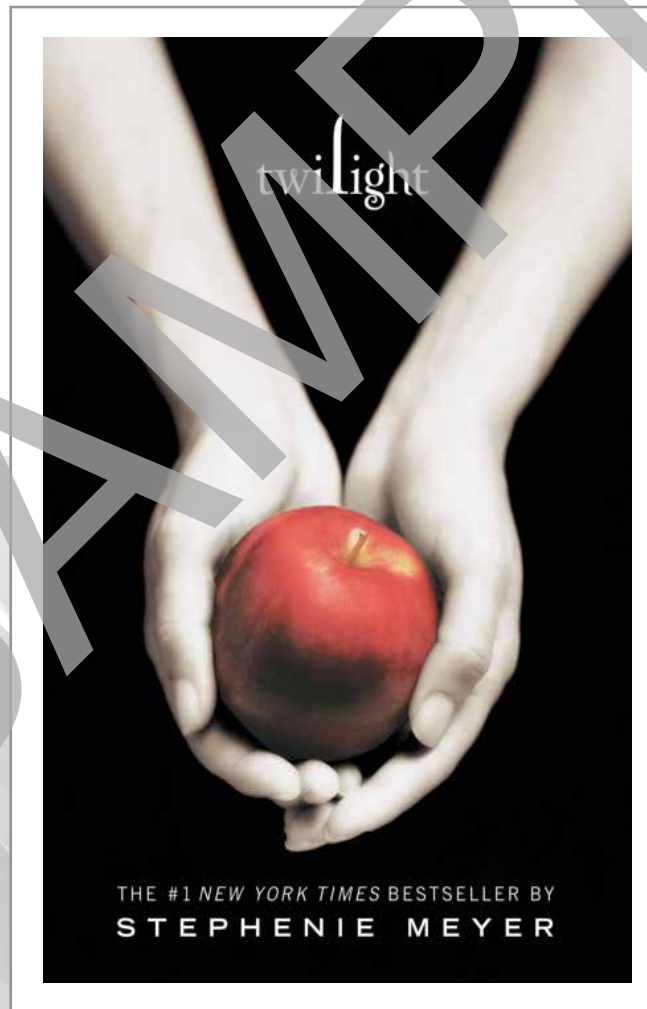


STUDENT PACKET

GRADES 9-12

Twilight

Stephenie Meyer



READ, WRITE, THINK, DISCUSS AND CONNECT

Twilight

Stephenie Meyer

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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 _____

Anticipation Guide

Directions: Rate each of the following statements before you read the novel, and discuss your ratings with a partner. After you have completed the novel, rate and discuss the statements again.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
strongly agree strongly disagree

	Before	After
1. It is sensible to risk your life for love.	_____	_____
2. Harming someone is forgivable if the person harmed was evil or cruel.	_____	_____
3. Even if you get what you want, you will always want something more.	_____	_____
4. Your loved ones' well-being should always come before your own.	_____	_____
5. Denial of desire builds character.	_____	_____
6. A bad deed can be redeemed by a good deed.	_____	_____
7. True love can overcome impossible circumstances.	_____	_____
8. A person's upbringing is reflected in his or her character.	_____	_____
9. There is no such thing as destiny; life is merely a series of choices.	_____	_____
10. Immortality is an appealing concept.	_____	_____

Name _____

12. Which of Edward's siblings most supports his relationship with Bella, and which most opposes it?
13. Why does Bella take unnecessary cold medicine?
14. Describe the meadow to which Edward leads Bella.

Confessions–The Cullens

1. What happens to Edward in the sunlight?
2. How does Edward demonstrate that he is a superior predator?
3. How does Edward describe his attraction to Bella?
4. What does Bella learn about Edward's initial hostile reaction to her?
5. Why do Bella and Edward both agree that Bella is an idiot?
6. What effect does Edward's kiss have on Bella?
7. When and where was Edward born?
8. How was each of the young Cullens "created"?
9. Why does Edward visit Bella's house at night?
10. What does Edward think will happen if he is away from Bella for a considerable period of time?
11. How does Edward explain his lifestyle choice to Bella?
12. What does Bella say in her sleep that night that pleases Edward?
13. What happens to Bella the second time Edward kisses her?
14. Why is Rosalie jealous of Bella?
15. How old is Carlisle?

Carlisle–The Hunt

1. What did Carlisle do once he knew what he had become?
2. How is Carlisle able to practice as a doctor?
3. What does Alice's comment about Edward "having Bella for lunch" (p. 346) demonstrate about her character?
4. How does Billy Black find "the weak chink in [Bella's] armor" (p. 353)?
5. [Deleted for Sample]

Name _____

Story Map

Directions: Fill in each box below with information about the novel.

