



STUDENT PACKET

GRADES 9-12

Uglies

Scott Westerfeld

READ, WRITE, THINK, DISCUSS AND CONNECT

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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 _____

Vocabulary Fill-ins

interface	revelers	infiltrator	subsided
bemusement	evolution	bogus	unblemished
betrayed	parameters	morphological	generic
grid	symmetry	greenbelt	suburbs

Directions: Use the context of the sentences to fill in the missing vocabulary words.

1. _____ packaging affected the product’s consumer appeal.
2. A(n) _____ stole the top-secret documents.
3. Giggling _____ the child’s hiding place.
4. _____ properties of viruses fascinated the researcher.
5. He accessed the computer through a remote terminal _____.
6. Teachers rarely accept _____ excuses for incomplete homework.
7. The family found a picnic spot on the lush _____.
8. The flood _____ before the river overflowed its banks.
9. Homes in the _____ featured spacious backyards.
10. Scientists documented the _____ of the species.
11. Orange surveyor stakes plotted the _____.
12. Sportsmen must follow the _____ established by the Fish and Game Department.
13. The _____ paraded through the streets.
14. Both players admired the _____ of the chessboard before the first move.
15. She received an award for her _____ attendance record.
16. He stared at the scurrying ants in _____.

Name _____

Rescue–Down the River

1. Why was Shay the first Smokey to turn pretty?
- *2. Why does Dr. Cable want Shay to talk to the other Smokies?
3. Why does Maddy cut pieces of fabric from everyone's jumpsuits?
4. How does Shay feel about Tally stealing David and betraying the Smoke?
5. Why does Maddy believe she can find a cure for the brain lesions?
6. Where is the New Smoke located?
7. Why won't Shay take Maddy's pills?
8. What happened to David's father?
9. How does David react to Tally's betrayal?
- *10. What does Tally have written down? Why does she ask Shay to do the writing instead of Maddy?
11. How will Tally know whether David forgives her?
- *12. Do you think Tally can have the operation and keep her mind from changing?

Name _____

Story Map

Directions: Complete the story map below for *Uglies*.

