



STUDENT PACKET

GRADES 6-8

The Wednesday Wars

Gary D. Schmidt

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 Cloze

vile
equation
rioted

quivering
circulate
remnants

reckon
expel
mercy

unbecoming
presume

Directions: Fill in the blanks below with the correct vocabulary words.

Charlie sat in his seat, anxiously waiting for Ms. Zartik to distribute the math tests. Last night, he dreamt his class (1) _____ against all math tests, holding signs and running wild in the school's halls. This morning he had to face reality and take the despicable, (2) _____ test, solving every (3) _____ correctly. As Charlie began to write, he tried to steady his (4) _____ hand. Ms. Zartik began to (5) _____ around the classroom, looking over shoulders and making sure everyone had their eyes on their own papers. "I (6) _____ everyone knows that if you are caught cheating, you automatically fail," she reminded the class. My classmate Brittany chewed on her pencil nervously, as was her (7) _____ habit. I wondered if Ms. Zartik would just (8) _____ me from school; then I wouldn't have to take any tests. As I finished, I felt the (9) _____ of anxiety fade away and believed Ms. Zartik would have (10) _____ on me when grading my exam. "Could you please grade this now?" I asked as I turned it in. Ms. Zartik picked up her red pen. As she finished, she paused to (11) _____ my score. I saw her write a big "A" at the top of the page. I breathed a sigh of relief as I collapsed into my desk chair and smiled.

Name _____

10. How much money will it cost Holling's sister to take a bus back to New York City?
11. How much money does Holling get from his savings bond?
12. Whom does Holling ask to pick up his sister from the Port Authority? What is their answer?
13. Why does Holling take his father's car keys?
14. Who takes Holling to the bus station?
15. What does Holling say his sister found on her journey?
16. What are the first two words of Mrs. Baker's telegram?

June

1. What outdoor activity does Mrs. Baker dislike?
2. How did Lieutenant Baker survive after his helicopter was shot down?
3. What genre is *Much Ado About Nothing*?
4. What happens to Robert Kennedy?
5. Where do Holling and Heather go for comfort after Kennedy is shot?
6. What happens to the cans of chili and utensils in Holling's pack?
7. What does Mrs. Sidman do that scares the students?
8. What spoils the students' first night camping?
9. What do the students do for most of the day after their sleepless night?
10. What follows Doug back to the campsite from the latrine?
11. What does Mrs. Bigio bring with her to the campsite?
12. What does Mrs. Bigio offer Mai Thi?
13. How does Holling feel about Danny's bar mitzvah?
14. In what way does Holling stand up to his father?
15. To which character in Shakespeare does Mrs. Baker compare Holling at the end of the novel?
16. What are Mrs. Baker's students holding when Lieutenant Baker arrives home?

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