

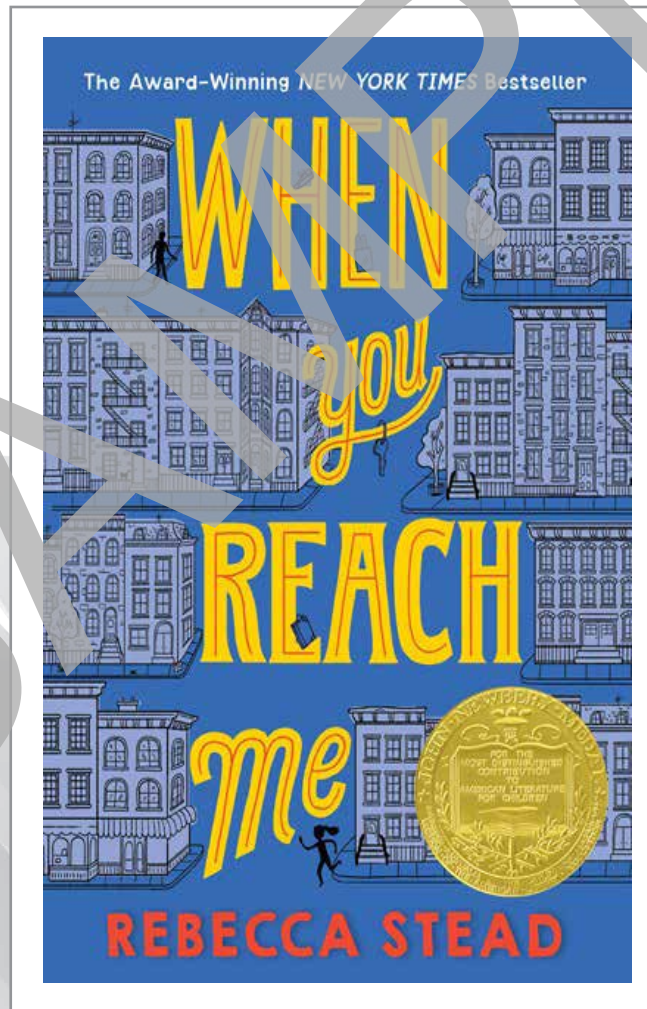


STUDENT PACKET

GRADES 6-8

When You Reach Me

Rebecca Stead



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 _____

Anticipation and Reaction

Directions: Consider the following statements before you read the novel. Place a checkmark in one of the boxes to show whether you agree or disagree with each statement, and provide your reasoning. After you have completed the novel, mark your response again. Provide an explanation if your opinion has changed.

Statement	Response Before Reading	Response After Reading
"It's crazy the things a person can pretend not to notice" (p. 18).	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement
"A person can't miss something [s/he] never had" (p. 28).	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement
"Sometimes you never feel meaner than the moment you stop being mean" (p. 144).	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement
"...the secret of traveling through time...is a thing so incredible that most people would consider it a miracle" (p. 193).	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement

Name _____

Vocabulary Scramble and Definitions

mimeographs	circulation	jailbird	epilepsy
precious	seizures	construct	teleportation
atoms	triumphant	mystified	insane
justification			

Directions: Unscramble the vocabulary words using the definitions as clues.

- _____ upsorcei valued; beloved
- _____ blajirid prisoner
- _____ pahnttmuir rejoicing over success; victorious
- _____ sirezuse attacks; convulsions
- _____ nesain senseless; without reason
- _____ peltainrootte instantly moving from one place to another
- _____ geomirshmap copies created by a printing machine that uses inked stencils
- _____ desmitify bewildered; confused
- _____ scorncutt a complex idea or theory
- _____ luccainoirt valid use as currency
- _____ ascifitujoint good reason; explanation that defends an action
- _____ motas smallest portion of an element; basic units of matter
- _____ seepily disorder of the nervous system

Name _____

Things You Protect–Parting Gifts

1. What does Wheelie do that frightens Miranda? Why does Wheelie behave as she does?
- *2. Do you think Marcus is responsible for the accident?
3. Why won't Mom allow the police to talk to Marcus?
4. Whom does Miranda try to forget? Why can't she forget?
5. What is the last proof?
6. Who accompanies Mom to *The \$20,000 Pyramid*?
7. Who is "the magic thread" (p. 189)?
8. How much money does Mom win?
9. What is Miranda and Richard's secret plan?
10. What does Miranda find under the mailbox?
11. What do Miranda and Sal do when they pass the laughing man's mailbox?
- *12. What will Miranda say when she hands Marcus the letter? What is the significance of this?

SAMPLE

Name _____

Foreshadowing Chart

Foreshadowing is the literary technique of giving clues to coming events in a story.

Directions: What examples of foreshadowing do you recall from the story? If necessary, skim through the chapters to find examples of foreshadowing. List at least four examples below. Explain what clues are given, and then list the coming event that is suggested.

Foreshadowing	Page #	Clues	Coming Event

Name _____

Sequencing Events

Directions: In the boxes below, illustrate main events throughout the story in the order they occurred in the novel. Write an explanation for each illustration on the corresponding line below the boxes.

1. _____
2. _____
3. _____

4. _____
5. _____
6. _____