

Student Packet

Grades 3–4

White Star: A Dog on the *Titanic*

Marty Crisp

NOVEL UNITS[®]



NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



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WHITE STAR: A DOG ON THE *TITANIC*

by
Marty Crisp

Student Packet

Written by
Sammie Underwood

Contains masters for:	2	Prereading Activities
	5	Vocabulary Activities
	1	Study Guide
	3	Character Analysis Activities
	4	Literary Analysis Activities
	2	Critical Thinking Activities
	3	Writing Activities
	2	Quizzes
	1	Novel Test
	PLUS	

Teacher Note

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the appropriate reading/language arts skills for quick reference.

These skills can be found above quiz/test questions or sections and in the activity headings.

Note

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Please note: Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with them.

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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 _____

Be a Detective!

Directions: Check out the novel by looking at the cover and thumbing through the pages. Then, ask yourself who, what, where, when, why, and how. Write your questions in the spaces below. Exchange papers with a partner, and answer each other's questions.

Who?

What?

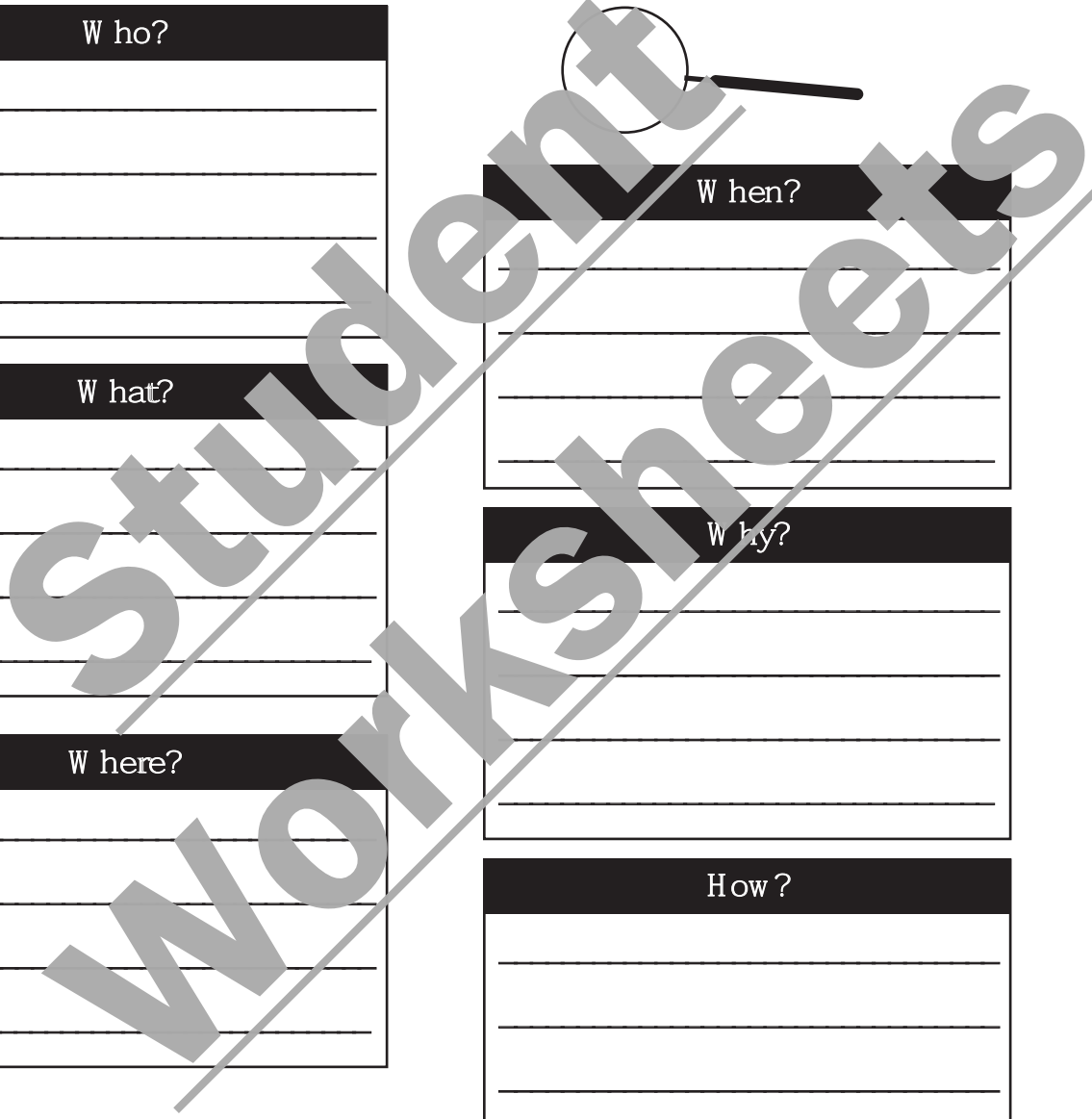
Where?



When?

Why?

How?



Name _____

White Star: A Dog on the Titanic
Activity #9 • Character Analysis
Use During and After Reading
(Making Connections)

A Character's World

Directions: You may be able to make connections 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.

_____ 's World

My World

_____ 's World

My World

_____ 's World

My World

_____ 's World

My World

Student Worksheets

Name _____

Hypothermia

Directions: Hypothermia is a serious condition that happens when a person’s body temperature drops below 95 degrees Fahrenheit. Several signs of hypothermia are listed in Column 1 of the chart below. In Column 2, give an example from the novel that tells when Sam experiences each feeling.

Sign of Hypothermia	Example From the Novel
Shivering	
Feeling of deep coldness or numbness	
Sleepiness or tiredness	
Confused about directions	
Not able to think clearly	

Student Worksheets

Name _____

Think About It

Directions: Fill in the chart below with three reasons why so few people survived the *Titanic's* sinking. Be sure to include examples from the story to support each reason.

Question: Why were there so few survivors from the <i>Titanic</i> ?	Reason 1:	Example from the story:
	Reason 2:	Example from the story:
	Reason 3:	Example from the story:

Student Worksheets