

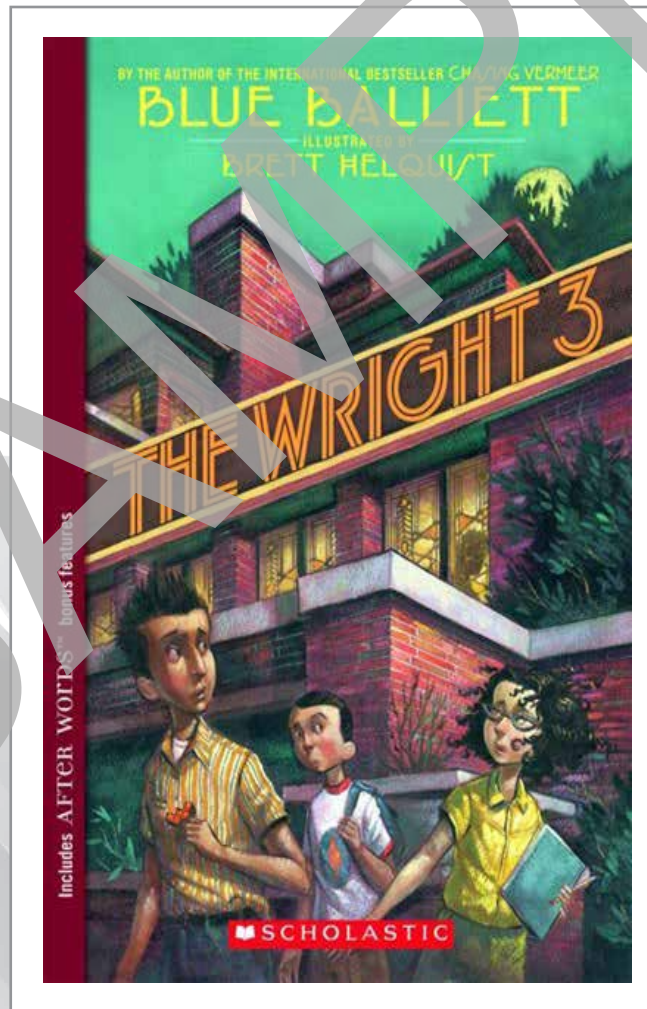


**STUDENT PACKET**

**GRADES 6-8**

# The Wright 3

Blue Balliett



**READ, WRITE, THINK, DISCUSS AND CONNECT**

# The Wright 3

Blue Balliett

## STUDENT PACKET

**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 \_\_\_\_\_

### I Predict...

**Directions:** Spend a few minutes looking at the cover of the novel and flipping through its pages. What can you predict about the characters, the setting, and the problem in the novel? Write your predictions in the spaces below.

The Characters	The Setting	The Problem

From the information you gathered above, do you think you will enjoy reading this novel? Circle your response on the scale below.

0 — 1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 10

I will not like this novel.

I will really like this novel.

Explain your prediction on the lines below.

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Name \_\_\_\_\_

**Directions:** Answer the following questions on a separate sheet of paper. Use your answers in class discussions, for writing assignments, and to review for tests.

### **Invisible–A Find**

1. What happens to the mason on the roof of the house?
2. What does the house seem to say?
3. To what community has Tommy Segovia returned?
4. What did Calder and Petra find together earlier in the year?
5. What word does Ms. Hussey use to describe what officials are doing to the Robie House?
6. Which two words does Calder toy with in his mind?
7. In what previous two years was the Robie House at risk of being torn down?
8. What will happen to the house once it is divided?
9. What is art glass?
10. What happened to Tommy’s biological father?
11. What structure does Tommy examine on his way home from school?
12. What does Tommy collect?
13. What does Tommy find in the dirt by the Robie House?

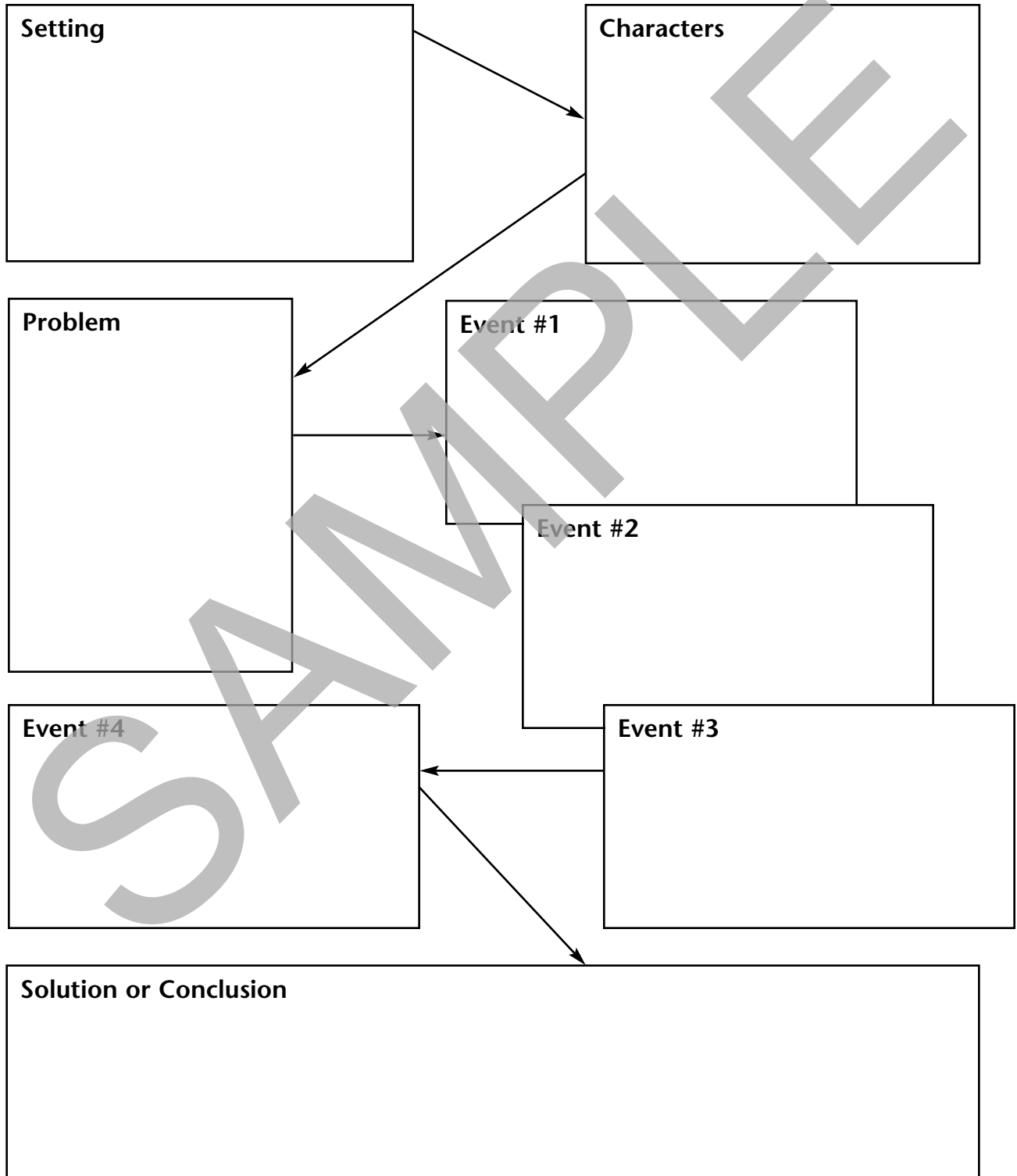
### **Tales from the Tracks–Fear It**

1. On what date does Calder arrange for Petra and Tommy to meet in front of his house?
2. How many brothers and sisters does Petra have?
3. What does Petra find and take from Powell’s?
4. What does Petra want to be when she grows up?
5. What do Petra and Calder find by the train tracks?
6. What does Tommy show Calder? Why does Tommy leave abruptly?
7. With what three pentomino letters does Calder form a shape resembling the Robie House?
8. Why does Calder’s pentomino structure collapse in front of the Robie House?
9. To what animal does Mr. Dare compare the movement of the roof beneath him?
10. What does Mr. Dare guess Frank Lloyd Wright would think about the Robie House being dismantled?

Name \_\_\_\_\_

### Story Map

**Directions:** Complete the story map below for *The Wright 3*.



Name \_\_\_\_\_

### Character Web

**Directions:** Choose a character from the novel and complete the chart below. Cite evidence from the story as you fill in information.

