

Me and Rupert Goody

Pre-Reading Activities

Teacher Notes

Pre-reading activities help students become more active readers by encouraging them to think about what they are going to be reading, by asking them to make connections to information they already have, and by helping them to develop new information that they will need to know.

There are several types of pre-reading activities. Readers can preview a selection by flipping through it and paying careful attention to headings and chapter titles. Readers can also read summaries of the selection and make predictions about what they think the selection will contain. Readers can create K-W-L charts where they list what they already, what they want to know, and (after the selection is completed) what they learned. Readers can answer a series of critical questions or create a word web or respond to a brief reading of a portion of the selection. Pre-reading strategies help a reader to "get into" a work; they provide a hook that helps pull the reader into the work.

Three pre-reading activities are provided for Me and Rupert Goody, a novel by Barbara O'Connor. You may choose which strategy works best for your reader. Enjoy the novel!

Pre-Reading Activity #1 introduces students to author, Barbara O'Connor, by having them explore her Web site, read information about her work, and record information on a word web.

Pre-Reading Activity #2 asks the students to complete a K-W-L chart.

Pre-Reading Activity #3 asks the students to answer a series of questions about situations they might have seen in their own lives.

About the Author

Pre-Reading Activity#1

Answer the following questions in complete sentences.

1. Have you ever read anything by Barbara O'Connor? If so, what?
 2. Have you ever read a book, poem, or story that uses dialect?
 3. Do you think it is important to know something about the author of a book before you read it? Why or why not?
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Take notes on Barbara O'Connor, the author of Me and Rupert Goody, from the information provided on her Web site <http://www.barboconnor.com/>.

Pre-Reading Activity #2

Know	Want to Know	Learned
What do I know about life in small country towns?		
What do I know about foster children?		
What do I know about ruby mining?		
What do I know about the novel?		

Pre-Reading Activity #3

1. Have you ever felt as though you didn't belong in your family? Why?
2. What do you think is the most important thing about being a part of a family?
3. Do you feel like your life is predictable? Why or why not?
4. In what kind of situation do you think it would be important to a person that his or her life be predictable?
5. How would you feel if an outsider suddenly "showed up" and claimed a place in your family?



Me and Rupert Goody

Chapter One Activities

Teacher Notes

Chapter One of the novel Me and Rupert Goody establishes the tone and introduces the main characters and conflict in the novel. Seven activities are provided for chapter one. You may choose which activities work best for your reader. Enjoy the novel!

Chapter One Activity #1 introduces students to the novel by having them explore the cover and the editorial information. The activity asks them to predict what the novel will be about based on the clues found on the cover and in the editorial information.

Chapter One Activity #2 asks the students to record the information they discovered about the narrator and the setting in chapter one.

Chapter One Activity #3 asks the students to create a concept map of the sensory images in chapter one. This activity will be continued throughout the novel.

Chapter One Activity #4 asks the students to create a vocabulary list of challenging words from chapter one. This activity will be continued throughout the novel.

Chapter One Activity #5 provides an opportunity for students to respond in writing to chapter one.

Chapter One Activity #6 asks the students to locate examples of dialect.

Chapter One Activity #7 introduces the idea of keeping a double entry reading log.

Chapter One - Activity #1

What is the title?

What can you tell about the book from the title?

Who is the author?

What do we know about her writing?

What can you tell about the book from the cover art?

What did we find out about the story from the book jacket?

Chapter One - Activity #2

Chapter One introduces Jennalee, her family situation, and her life in Claytonville. Think about what you have learned about the setting; put that information in the graphic organizer.

<u>Me and Rupert Goody</u> Setting	
Place	Time
Claytonville Uncle Beau's General Store	

Chapter One - Activity #3

Authors often use words that appeal to the senses to establish the setting, introduce a character, or paint a word picture. Images that appeal to the senses (sight, hearing, touch, smell, and taste) are called **sensory images**. What images stood out as you listened to or read chapter one of the novel? What senses did the images appeal to?

Chapter	Image	What sense did it appeal to?

Chapter One - Activity #4

As you read or listen to chapter one of the novel, select words that are new or challenging to you. List the word, the page number, the sentence in the novel in which it is used, and the definition in the chart.

Word	Page	Context sentence (What words in the sentence provide clues to the meaning of the word?)	Definition

Now that you have learned the definition of the words, it is time to practice using the words.

Write a good sentence for each of the words on your list.

Complete the following chart using your words.

Word	Synonym	Antonym

Chapter One - Activity #5

Writing Prompts: Choose one or develop one of your own. Remember that you must write or reflect for the required time and length.

1. Jennalee describes a day in her life; she says that it is predictable or at least it was until Rupert Goody "waltzed himself into Claytonville." How would you describe your life? Are your days predictable? Unpredictable? Do you like it that way? How would you feel if something happened to change that?
2. Jennalee describes her family as wild and unpredictable. How would you describe your family? How would you describe your place in your family?
3. Rupert Goody is an unknown character at this point in the novel. Do you believe that one person could possibly change Jennalee's life as much as she says that he does? Is that realistic? Can one person change another's life that drastically? Why or why not?

Chapter One - Activity #6

Dialect is the distinctive way that people from a particular region or area speak. Dialects vary in pronunciation, grammar, and word choice. You may have noticed as you listened to or read chapter one that Jennalee has a distinctive way of speaking.

What are some examples of dialect in chapter one?

Quote/Dialect Example	My Thoughts <small>(What does this tell me about the character? The setting? The tone or mood? Why do I think the author chose to use this? ETC)</small>

Chapter One - Activity #7

Keeping a Double Entry Journal

One of the activities that you can do to help you understand and remember a novel that you are reading is keeping a log of your thoughts, questions, and predictions as you read. As you read and reflect on the novel, you can use something called a double entry journal to record your reflections.

The first column is for quotes, summaries, character descriptions, and information from the text. The second column is for your thoughts, ideas, questions, concerns, reactions, predictions, etc.

In the novel	My Thoughts
<p>Ch. 1 p. 3 (Quote)</p> <p>"Before Rupert Goody waltzed hisself into Claytonville, I nearly always knew how my days would start and how they'd end. Could've bet my last nickel on nearly everything in between. That's how I like things—predictable."</p>	<ul style="list-style-type: none"> • Who is Rupert Goody? • "waltzed hisself"—example of dialect. I like the slang. • Why does she like things predictable? • The quote grabbed my attention. It made me wonder what Rupert did to change things. • Jennalee—narrator, first person.

Me and Rupert Goody

Chapter Two Activities

Teacher Notes

Chapter Two of the novel Me and Rupert Goody introduces Rupert Goody. Seven activities are provided for chapter two. You may choose which activities work best for your reader.

Chapter Two Activity #1 asks the students to consider what they have learned about the three principal characters.

Chapter Two Activity #2 asks the students to create a concept map of the sensory images in chapter two. This activity will be continued throughout the novel.

Chapter Two Activity #3 asks the students to create a vocabulary list of challenging words from chapter two. This activity will be continued throughout the novel.

Chapter Two Activity #4 provides an opportunity for students to respond in writing to chapter two.

Chapter Two Activity #5 asks the students to locate examples of dialect.

Chapter Two Activity #6 continues the idea of keeping a double entry reading log.

Chapter Two Activity #7 begins a summary/prediction chart on the novel. This activity will be continued throughout the novel. This activity is especially helpful if you are reading the novel to your students; before you read the day's chapter, you and your students can review the summary and predictions from the previous one.

Chapter Two - Activity #1

In chapter one and chapter two of Me and Rupert Goody, you have met three of the major characters. What do you know about Jennalee, Uncle Beau, and Rupert Goody? What do you want to know?

Characters	What do you know?	What do you want to know?
Jennalee		
Uncle Beau		
Rupert Goody		

Chapter Two - Activity #2

Authors often use words that appeal to the senses to establish the setting, introduce a character, or paint a word picture. Images that appeal to the senses (sight, hearing, touch, smell, and taste) are called **sensory images**. What images stood out as you listened to or read chapter two of the novel? What senses did the images appeal to?

Chapter	Image	What sense did it appeal to?

Chapter Two - Activity #3

As you read or listen to chapter two of the novel, select words that are new or challenging to you. List the word, the page number, the sentence in the novel in which it is used, and the definition in the chart.

Word	Page	Context sentence (What words in the sentence provide clues to the meaning of the word?)	Definition

Now that you have learned the definition of the words, it is time to practice using the words.

Write a good sentence for each of the words on your list.

Complete the following chart using your words.

Word	Synonym	Antonym

Chapter Two - Activity #4

Writing Prompts: Choose one or develop one of your own. Remember that you must write or reflect for the required time and length.

1. At one point in chapter two, Jennalee says that she couldn't get her legs to move. She is so shocked by what has happened that she is frozen in place. Have you ever been in a situation where you felt that you couldn't move?
2. Jennalee says that Uncle Beau is her "only friend in the world." Who is your best friend? What makes a person a best friend? How would you feel if your best friend sent you home to spend time with a new friend?
3. Jennalee says, "If I hadn't had such an ache in my gut, I would've been sure I was dreaming." Have you ever had an ache in your gut? What do you think that means? When would someone get an ache in his or her gut?

Chapter Two - Activity #5

Dialect is the distinctive way that people from a particular region or area speak. Dialects vary in pronunciation, grammar, and word choice. You may have noticed as you listened to or read chapter two that Jennalee has a distinctive way of speaking.

What are some examples of dialect in chapter two?

Quote/Dialect Example	My Thoughts <small>(What does this tell me about the character? The setting? The tone or mood? Why do I think the author chose to use this? ETC)</small>

Chapter Two - Activity #6

Keeping a Double Entry Journal

One of the activities that you can do to help you understand and remember a novel that you are reading is keeping a log of your thoughts, questions, and predictions as you read. As you read and reflect on the novel, you can use something called a double entry journal to record your reflections.

The first column is for quotes, summaries, character descriptions, and information from the text. The second column is for your thoughts, ideas, questions, concerns, reactions, predictions, etc.

In the novel	My Thoughts

Chapter Two - Activity #7

The following chart serves two purposes. First, you record a short summary of the chapter you just read or listened to and second, you predict what you think will happen in the next chapter. Remember to base your predictions on clues the author gives you in the novel.

Chapter Summary (Include key events, new characters, etc.)	Predictions for what will happen next (Tell <i>why</i> you predict what you predict.)



Me and Rupert Goody

Chapter Three Activities

Teacher Notes

Chapter Three of the novel Me and Rupert Goody shows Jennalee's feelings and insecurities. Eight activities are provided for chapter three. You may choose which activities work best for your reader. Some of the activities are continuations of activities from the previous chapters.

Chapter Three Activity #1 asks the students to consider Jennalee and her fears.

Chapter Three Activity #2 asks the students to create a concept map of the sensory images in chapter three. This activity will be continued throughout the novel.

Chapter Three Activity #3 asks the students to create a vocabulary list of challenging words from chapter three. This activity will be continued throughout the novel.

Chapter Three Activity #4 provides an opportunity for students to respond in writing to chapter three.

Chapter Three Activity #5 asks the students to locate examples of dialect.

Chapter Three Activity #6 continues the idea of keeping a double entry reading log.

Chapter Three Activity #7 begins a summary/prediction chart on the novel. This activity will be continued throughout the novel. This activity is especially helpful if you are reading the novel to your students; before you read the day's chapter, you and your students can review the summary and predictions from the previous one.

Chapter Three Activity #8 asks the students to think about Jennalee as a character in conflict. This would be a good place in which to introduce a literary element and present the types of conflict a character can face.

Chapter Three - Activity #1

Based on what you know about Jennalee, what do you think her fears and concerns are?
What are her hopes and dreams? How do her fears compare with her reality?

Concerns, Fears, Hopes, and Dreams (Include why you think this.)	Reality

Chapter Three - Activity #2

Authors often use words that appeal to the senses to establish the setting, introduce a character, or paint a word picture. Images that appeal to the senses (sight, hearing, touch, smell, and taste) are called **sensory images**. What images stood out as you listened to or read chapter three of the novel? What senses did the images appeal to?

Chapter	Image	What sense did it appeal to?

Chapter Three - Activity #3

As you read or listen to chapter three of the novel, select words that are new or challenging to you. List the word, the page number, the sentence in the novel in which it is used, and the definition in the chart.

Word	Page	Context sentence (What words in the sentence provide clues to the meaning of the word?)	Definition

Now that you have learned the definition of the words, it is time to practice using the words.

Write a good sentence for each of the words on your list.

Complete the following chart using your words.

Word	Synonym	Antonym

Chapter Three - Activity #4

Writing Prompts: Choose one or develop one of your own. Remember that you must write or reflect for the required time and length.

1. At one point, Uncle Beau describes his life as "all vines and no taters." What do you think that means? Why?
2. Jennalee says, "So you saying that you and me is just the vines and you and Rupert is the taters." Uncle Beau tells her that she is "taters, too." Do you think she believes him? Why or why not?
3. In at least three places in this chapter, Jennalee and Uncle Beau talk about vines and taters. If taters are the good things in life and vines are the challenges, what are the vines and taters in your life?

Chapter Three - Activity #5

Dialect is the distinctive way that people from a particular region or area speak. Dialects vary in pronunciation, grammar, and word choice. You may have noticed as you listened to or read chapter three that Jennalee has a distinctive way of speaking.

What are some examples of dialect in chapter three?

Quote/Dialect Example	My Thoughts <small>(What does this tell me about the character? The setting? The tone or mood? Why do I think the author chose to use this? ETC)</small>

Chapter Three - Activity #6

Keeping a Double Entry Journal

One of the activities that you can do to help you understand and remember a novel that you are reading is keeping a log of your thoughts, questions, and predictions as you read. As you read and reflect on the novel, you can use something called a double entry journal to record your reflections.

The first column is for quotes, summaries, character descriptions, and information from the text. The second column is for your thoughts, ideas, questions, concerns, reactions, predictions, etc.

In the novel	My Thoughts

Chapter Three - Activity #7

The following chart serves several purposes. First, you record a short summary of the chapter you just read or listened to and second, you predict what you think will happen in the next chapter. Remember to base your predictions on clues the author gives you in the novel.

Chapter Summary (Include key events, new characters, etc.)	Predictions for what will happen next (Tell <i>why</i> you predict what you predict.)

Chapter Three - Activity #8

Jennalee is a character in conflict. Think about Jennalee's conflicts and explain them in the following chart. Use examples from the chapters to support your ideas.

Jennalee's Conflicts	
With Others	With Herself

Which conflicts do you think are the most challenging for Jennalee? Why?

What are the conflicts in your life?

Me and Rupert Goody

Chapter Four Activities

Teacher Notes

Chapter Four of the novel Me and Rupert Goody continues to develop Jennalee as a character. Eight activities are provided for chapter four. You may choose which activities work best for your reader. Some of the activities are continuations of activities from the previous chapters.

Chapter Four Activity #1 asks the students to respond to quotes from the chapter.

Chapter Four Activity #2 asks the students to create a concept map of the sensory images in chapter four. This activity will be continued throughout the novel.

Chapter Four Activity #3 asks the students to create a vocabulary list of challenging words from chapter four. This activity will be continued throughout the novel.

Chapter Four Activity #4 provides an opportunity for students to respond in writing to chapter four.

Chapter Four Activity #5 asks the students to locate examples of dialect.

Chapter Four Activity #6 continues the idea of keeping a double entry reading log.

Chapter Four Activity #7 begins a summary/prediction chart on the novel. This activity will be continued throughout the novel. This activity is especially helpful if you are reading the novel to your students; before you read the day's chapter, you and your students can review the summary and predictions from the previous one.

Chapter Four Activity #8 asks the students to think about ten special items that they would place in a cardboard box to take to the next place they live.

Chapter Four - Activity #1

Identify the lines from chapter four of Me and Rupert Goody. Who said them? What did they mean by what they said? Is there a deeper message in the lines? If so, what is it?

Lines	Who said? What did he or she mean?	What is the deeper message of the line?
Now, when I got up in the morning, the day that lay ahead was a mystery.		
I saw the raised eyebrows, but Uncle Beau never did.		
Sometimes what's in a heart means a lot more than what's in a head.		
You help me Jennalee? You give me a tip or two?		

Chapter Four - Activity #2

Authors often use words that appeal to the senses to establish the setting, introduce a character, or paint a word picture. Images that appeal to the senses (sight, hearing, touch, smell, and taste) are called **sensory images**. What images stood out as you listened to or read chapter four of the novel? What senses did the images appeal to?

Chapter	Image	What sense did it appeal to?

Chapter Four - Activity #3

As you read or listen to chapter four of the novel, select words that are new or challenging to you. List the word, the page number, the sentence in the novel in which it is used, and the definition in the chart.

Word	Page	Context sentence (What words in the sentence provide clues to the meaning of the word?)	Definition

Now that you have learned the definition of the words, it is time to practice using the words.

Write a good sentence for each of the words on your list.

Complete the following chart using your words.

Word	Synonym	Antonym

Chapter Four - Activity #4

Writing Prompts: Choose one or develop one of your own. Remember that you must write or reflect for the required time and length.

1. Jennalee describes the day ahead of her as a mystery. How would you describe your day? Why?
2. Jennalee is asked to help someone that she resents. Have you ever been in this situation? How did you handle it? How do you think Jennalee will handle it?
3. Jennalee and Rupert are going to mine rubies. Have you ever been ruby mining? What is the most exciting thing you have ever done? (Have you parachuted out of an airplane? Toured the Space Museum in Huntsville, Alabama? Gone rafting down a river? etc.)

Chapter Four - Activity #5

Dialect is the distinctive way that people from a particular region or area speak. Dialects vary in pronunciation, grammar, and word choice. You may have noticed as you listened to or read chapter four that Jennalee has a distinctive way of speaking. What are some examples of dialect in chapter four?

Quote/Dialect Example	My Thoughts (What does this tell me about the character? The setting? The tone or mood? Why do I think the author chose to use this? ETC)

Chapter Four - Activity #6

Keeping a Double Entry Journal

One of the activities that you can do to help you understand and remember a novel that you are reading is keeping a log of your thoughts, questions, and predictions as you read. As you read and reflect on the novel, you can use something called a double entry journal to record your reflections.

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In the novel	My Thoughts

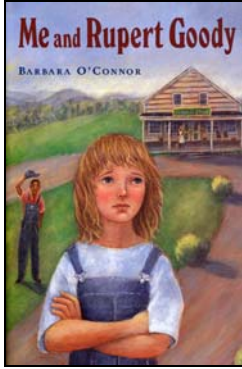
Chapter Four - Activity #7

The following chart serves several purposes. First, you record a short summary of the chapter you just read or listened to and second, you predict what you think will happen in the next chapter. Remember to base your predictions on clues the author gives you in the novel.

Chapter Summary (Include key events, new characters, etc.)	Predictions for what will happen next (Tell <i>why</i> you predict what you predict.)

Chapter Four - Activity #8

Rupert has a cardboard box of things he brought with him to Claytonville. If you were to leave your home and travel to a new place, what ten special items would you put in your box? Why? (Remember that the box has to be something that you can carry.)



Me and Rupert Goody

Chapter Five Activities

Teacher Notes

Chapter Five of the novel Me and Rupert Goody continues to develop Jennalee, Rupert, and Uncle Beau as characters. Seven activities are provided for chapter five. You may choose which activities work best for your reader. Some of the activities are continuations of activities from the previous chapters.

Chapter Five Activity #1 asks the students to record what they have learned about Jennalee to this point.

Chapter Five Activity #2 asks the students to create a concept map of the sensory images in chapter five. This activity will be continued throughout the novel.

Chapter Five Activity #3 asks the students to create a vocabulary list of challenging words from chapter five. This activity will be continued throughout the novel.

Chapter Five Activity #4 provides an opportunity for students to respond in writing to chapter five.

Chapter Five Activity #5 asks the students to locate examples of dialect.

Chapter Five Activity #6 continues the idea of keeping a double entry reading log.

Chapter Five Activity #7 continues a summary/prediction chart on the novel. This activity will be continued throughout the novel. This activity is especially helpful if you are reading the novel to your students; before you read the day's chapter, you and your students can review the summary and predictions from the previous one.

Chapter Five - Activity #1

What do you think about Jennalee as a character? Would you like to have her as a friend? Complete the following character map based on what you know at this point about Jennalee.

What she says and does	What she thinks and feels
Jennalee	
How others react to her	What I think about her

Chapter Five - Activity #2

Authors often use words that appeal to the senses to establish the setting, introduce a character, or paint a word picture. Images that appeal to the senses (sight, hearing, touch, smell, and taste) are called sensory images. What images stood out as you listened to or read chapter five of the novel? What senses did the images appeal to?

Chapter	Image	What sense did it appeal to?

Chapter Five - Activity #3

As you read or listen to chapter five of the novel, select words that are new or challenging to you. List the word, the page number, the sentence in the novel in which it is used, and the definition in the chart.

Word	Page	Context sentence (What words in the sentence provide clues to the meaning of the word?)	Definition

Now that you have learned the definition of the words, it is time to practice using the words.

Write a good sentence for each of the words on your list.

Complete the following chart using your words.

Word	Synonym	Antonym

Chapter Five - Activity #4

Writing Prompts: Choose one or develop one of your own. Remember that you must write or reflect for the required time and length.

1. Jennalee says, "Don't take much to dull his shine." What does she mean? What does it take to dull your shine?
2. Rupert copies everything Jennalee does. How does she feel about it? How would you feel? Have you ever been in this situation?
3. Why do you think Rupert gives Jennalee his ruby? Why does Jennalee think he gave it to her? Have you ever given away something valuable to someone else? Why?

Chapter Five - Activity #5

Dialect is the distinctive way that people from a particular region or area speak. Dialects vary in pronunciation, grammar, and word choice. You may have noticed as you listened to or read chapter five that Jennalee has a distinctive way of speaking.

What are some examples of dialect in chapter five?

Quote/Dialect Example	My Thoughts (What does this tell me about the character? The setting? The tone or mood? Why do I think the author chose to use this? etc.)

Chapter Five - Activity #6

Keeping a Double Entry Journal

One of the activities that you can do to help you understand and remember a novel that you are reading is keeping a log of your thoughts, questions, and predictions as you read. As you read and reflect on the novel, you can use something called a double entry journal to record your reflections.

The first column is for quotes, summaries, character descriptions, and information from the text. The second column is for your thoughts, ideas, questions, concerns, reactions, predictions, etc.

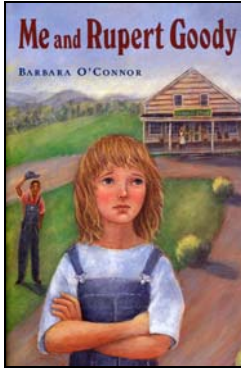
In the Novel	My Thoughts

Chapter Five - Activity #7

The following chart serves several purposes. First, you record a short summary of the chapter you just read or listened to and second, you predict what you think will happen in the next chapter. Remember to base your predictions on clues the author gives you in the novel.

Chapter Summary (Include key events, new characters, etc.)	Predictions for what will happen next (Tell why you predict what you predict.)

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Me and Rupert Goody

Chapter Six Activities

Teacher Notes

Chapter Six of the novel Me and Rupert Goody continues to develop Jennalee, Rupert, and Uncle Beau as characters. Seven activities are provided for chapter six. You may choose which activities work best for your reader. Some of the activities are continuations of activities from the previous chapters.

Chapter Six Activity #1 asks the students to think about how characters are developed.

Chapter Six Activity #2 asks the students to create a concept map of the sensory images in chapter six. This activity will be continued throughout the novel.

Chapter Six Activity #3 asks the students to create a vocabulary list of challenging words from chapter six. This activity will be continued throughout the novel.

Chapter Six Activity #4 provides an opportunity for students to respond in writing to chapter six.

Chapter Six Activity #5 asks the students to locate examples of dialect.

Chapter Six Activity #6 continues the idea of keeping a double entry reading log.

Chapter Six Activity #7 begins a summary/prediction chart on the novel. This activity will be continued throughout the novel. This activity is especially helpful if you are reading the novel to your students; before you read the day's chapter, you and your students can review the summary and predictions from the previous one.

Chapter Six - Activity #1

Characterization is the way or ways an author introduces and develops characters and their personalities. Think of it as the way the author introduces you (the reader) to the people (or characters) in the novel. Direct characterization is when the author gives specific, direct, and obvious statements about a character's motives, background, personality, and behavior. Indirect characterization is when the characters are revealed through their actions, their thoughts, their dialogue, and other character's reactions.

Jennalee, Uncle Beau, and Rupert Goody are main characters in the novel. Think about how you find out about them and complete the following chart.

Character	Direct Characterization What does the author tell you specifically and directly about the character's personality, motives, background, and behavior?	Indirect Characterization What do the character's actions, thoughts, dialogue, and reactions show about his or her personality, motives, background, and behavior?
Jenna		
Uncle Beau		
Rupert Goody		

Chapter Six - Activity #2

Authors often use words that appeal to the senses to establish the setting, introduce a character, or paint a word picture. Images that appeal to the senses (sight, hearing, touch, smell, and taste) are called sensory images. What images stood out as you listened to or read chapter six of the novel? What senses did the images appeal to?

Chapter	Image	What sense did it appeal to?

Chapter Six - Activity #3

As you read or listen to chapter six of the novel, select words that are new or challenging to you. List the word, the page number, the sentence in the novel in which it is used, and the definition in the chart.

Word	Page	Context sentence (What words in the sentence provide clues to the meaning of the word?)	Definition

Now that you have learned the definition of the words, it is time to practice using the words.

Write a good sentence for each of the words on your list.

Complete the following chart using your words.

Word	Synonym	Antonym

Chapter Six - Activity #4

Writing Prompts: Choose one or develop one of your own. Remember that you must write or reflect for the required time and length.

1. Uncle Beau wants to shake the hand of every person who helped Rupert Goody. If you wanted to shake the hand of every person that helped you, how many hands would you have to shake? Pick five of the people on your list and explain how they have helped you and why they should be thanked.
2. Jennalee describes Nana June as a "big and warm" woman; she says that Nana June is "all the time smiling and saying things that make a person feel like they was the most special person there ever was." Do you know anyone like Nana June? If so, describe he or she. OR Mr. Reuben is drastically different from Nana June; he is bitter and negative. Do you know anyone like Mr. Reuben? If so, describe he or she.
3. Would you want Jennalee as a friend? Why or why not?

Chapter Six - Activity #5

Dialect is the distinctive way that people from a particular region or area speak. Dialects vary in pronunciation, grammar, and word choice. You may have noticed as you listened to or read chapter six that Jennalee has a distinctive way of speaking.

What are some examples of dialect in chapter six?

Quote/Dialect Example	My Thoughts (What does this tell me about the character? The setting? The tone or mood? Why do I think the author chose to use this? etc.)

Chapter Six - Activity #6

Keeping a Double Entry Journal

One of the activities that you can do to help you understand and remember a novel that you are reading is keeping a log of your thoughts, questions, and predictions as you read. As you read and reflect on the novel, you can use something called a double entry journal to record your reflections.

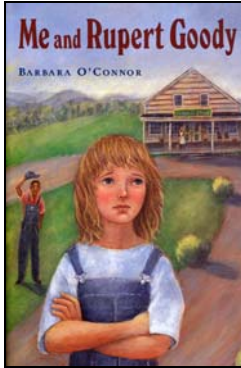
The first column is for quotes, summaries, character descriptions, and information from the text. The second column is for your thoughts, ideas, questions, concerns, reactions, predictions, etc.

In the Novel	My Thoughts

Chapter Six - Activity #7

The following chart serves several purposes. First, you record a short summary of the chapter you just read or listened to and second, you predict what you think will happen in the next chapter. Remember to base your predictions on clues the author gives you in the novel.

Chapter Summary (Include key events, new characters, etc.)	Predictions for what will happen next (Tell why you predict what you predict.)



Me and Rupert Goody

Chapter Seven Activities

Teacher Notes

Chapter Seven of the novel *Me and Rupert Goody* continues to develop Jennalee, Rupert, and Uncle Beau as characters. Eight activities are provided for chapter seven. You may choose which activities work best for your reader. Some of the activities are continuations of activities from the previous chapters.

Chapter Seven Activity #1 asks the students to compare and contrast Jennalee's home life with her life at Uncle Beau's store.

Chapter Seven Activity #2 asks the students to create a concept map of the sensory images in chapter seven. This activity will be continued throughout the novel.

Chapter Seven Activity #3 asks the students to create a vocabulary list of challenging words from chapter seven. This activity will be continued throughout the novel.

Chapter Seven Activity #4 provides an opportunity for students to respond in writing to chapter seven.

Chapter Seven Activity #5 asks the students to locate examples of dialect.

Chapter Seven Activity #6 continues the idea of keeping a double entry reading log.

Chapter Seven Activity #7 begins a summary/prediction chart on the novel. This activity will be continued throughout the novel. This activity is especially helpful if you are reading the novel to your students; before you read the day's chapter, you and your students can review the summary and predictions from the previous one.

Chapter Seven Activity #8 asks the students to compare and contrast Jennalee and Rupert.

Chapter Seven - Activity #1

Jennalee has described her home as "a ton of hell" house. How does her home life differ from her life at Uncle Beau's store? How is it the same?

Location	Different	Alike
Home		
Store		

Chapter Seven - Activity #2

Authors often use words that appeal to the senses to establish the setting, introduce a character, or paint a word picture. Images that appeal to the senses (sight, hearing, touch, smell, and taste) are called sensory images. What images stood out as you listened to or read Chapter Seven of the novel? What senses did the images appeal to?

Chapter	Image	What sense did it appeal to?

Chapter Seven - Activity #3

As you read or listen to Chapter Seven of the novel, select words that are new or challenging to you. List the word, the page number, the sentence in the novel in which it is used, and the definition in the chart.

Word	Page	Context sentence (What words in the sentence provide clues to the meaning of the word?)	Definition

Now that you have learned the definition of the words, it is time to practice using the words.

Write a good sentence for each of the words on your list.

Complete the following chart using your words.

Word	Synonym	Antonym

Chapter Seven - Activity #4

Writing Prompts: Choose one or develop one of your own. Remember that you must write or reflect for the required time and length.

1. Jennalee and her siblings "pick on each other" in this chapter. How do you and your siblings treat each other? If you don't have siblings, how do you imagine you would treat your siblings if you had them?
2. Jennalee says "That's what I love about Uncle Beau. You say something most grownups would have a conniption fit over and Uncle Beau, he just laughs." How does this make Uncle Beau special? What does he provide for Jennalee that she isn't getting at home?
3. Uncle Beau says that Rupert is "smart enough to know what family is." What is family? What does it mean to you?

Chapter Seven - Activity #5

Dialect is the distinctive way that people from a particular region or area speak. Dialects vary in pronunciation, grammar, and word choice. You may have noticed as you listened to or read Chapter Seven that Jennalee has a distinctive way of speaking.

What are some examples of dialect in Chapter Seven?

Quote/Dialect Example	My Thoughts (What does this tell me about the character? The setting? The tone or mood? Why do I think the author chose to use this? etc.)

Chapter Seven - Activity #6

Keeping a Double Entry Journal

One of the activities that you can do to help you understand and remember a novel that you are reading is keeping a log of your thoughts, questions, and predictions as you read. As you read and reflect on the novel, you can use something called a double entry journal to record your reflections.

The first column is for quotes, summaries, character descriptions, and information from the text. The second column is for your thoughts, ideas, questions, concerns, reactions, predictions, etc.

In the Novel	My Thoughts

Chapter Seven - Activity #7

The following chart serves several purposes. First, you record a short summary of the chapter you just read or listened to and second, you predict what you think will happen in the next chapter. Remember to base your predictions on clues the author gives you in the novel.

Chapter Summary (Include key events, new characters, etc.)	Predictions for what will happen next (Tell why you predict what you predict.)

Chapter Seven - Activity #8

Compare and contrast Jennalee and Rupert Goody.

How are Jennalee and Rupert alike?

How are Jennalee and Rupert different?

Think about:

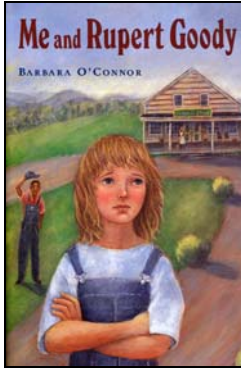
Relationship to Uncle Beau

Acceptance of other person in Uncle Beau's life

Attitude

Feelings about family members

Difficulty of life



Me and Rupert Goody

Chapter Eight Activities

Teacher Notes

Chapter Eight of the novel Me and Rupert Goody continues to develop Jennalee, Rupert, and Uncle Beau as characters. Seven activities are provided for chapter eight. You may choose which activities work best for your reader. Some of the activities are continuations of activities from the previous chapters.

Chapter Eight Activity #1 asks the students to find examples of Jennalee's jealousy.

Chapter Eight Activity #2 asks the students to create a concept map of the sensory images in chapter eight. This activity will be continued throughout the novel.

Chapter Eight Activity #3 asks the students to create a vocabulary list of challenging words from chapter eight. This activity will be continued throughout the novel.

Chapter Eight Activity #4 provides an opportunity for students to respond in writing to chapter eight.

Chapter Eight Activity #5 asks the students to locate examples of dialect.

Chapter Eight Activity #6 continues the idea of keeping a double entry reading log.

Chapter Eight Activity #7 begins a summary/prediction chart on the novel. This activity will be continued throughout the novel. This activity is especially helpful if you are reading the novel to your students; before you read the day's chapter, you and your students can review the summary and predictions from the previous one.

Chapter Eight - Activity #1

One of Jennalee's strongest emotions when she first meets and interacts with Rupert Goody is jealousy. Think about what Jennalee says or does that shows her jealousy. (Include the chapter and page number where you found her behavior.)

Emotion	Looks like	Sounds like
Jealousy		

Chapter Eight - Activity #2

Authors often use words that appeal to the senses to establish the setting, introduce a character, or paint a word picture. Images that appeal to the senses (sight, hearing, touch, smell, and taste) are called sensory images. What images stood out as you listened to or read Chapter Eight of the novel? What senses did the images appeal to?

Chapter	Image	What sense did it appeal to?

Chapter Eight - Activity #3

As you read or listen to Chapter Eight of the novel, select words that are new or challenging to you. List the word, the page number, the sentence in the novel in which it is used, and the definition in the chart.

Word	Page	Context sentence (What words in the sentence provide clues to the meaning of the word?)	Definition

Now that you have learned the definition of the words, it is time to practice using the words.

Write a good sentence for each of the words on your list.

Complete the following chart using your words.

Word	Synonym	Antonym

Chapter Eight - Activity #4

Writing Prompts: Choose one or develop one of your own. Remember that you must write or reflect for the required time and length.

1. Jennalee says that she never knew a grown man who couldn't ride a bike. Are there skills you think everyone has by the time he or she is an adult? What are those skills? Why did you choose them?
2. Jennalee goes out in the storm to get Rupert's bike. When she comes back, Rupert grabs her to hug not the bike. What does this say about Rupert?
3. Something is badly wrong with Uncle Beau at the end of this chapter. What do you think it is? How do you think Jennalee and Rupert will react?

Chapter Eight - Activity #5

Dialect is the distinctive way that people from a particular region or area speak. Dialects vary in pronunciation, grammar, and word choice. You may have noticed as you listened to or read Chapter Eight that Jennalee has a distinctive way of speaking.

What are some examples of dialect in Chapter Eight?

Quote/Dialect Example	My Thoughts (What does this tell me about the character? The setting? The tone or mood? Why do I think the author chose to use this? etc.)

Chapter Eight - Activity #6

Keeping a Double Entry Journal

One of the activities that you can do to help you understand and remember a novel that you are reading is keeping a log of your thoughts, questions, and predictions as you read. As you read and reflect on the novel, you can use something called a double entry journal to record your reflections.

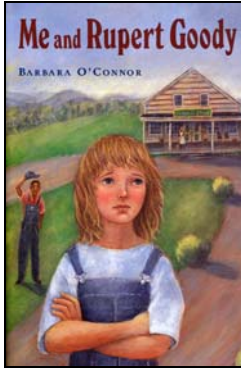
The first column is for quotes, summaries, character descriptions, and information from the text. The second column is for your thoughts, ideas, questions, concerns, reactions, predictions, etc.

In the Novel	My Thoughts

Chapter Eight - Activity #7

The following chart serves several purposes. First, you record a short summary of the chapter you just read or listened to and second, you predict what you think will happen in the next chapter. Remember to base your predictions on clues the author gives you in the novel.

Chapter Summary (Include key events, new characters, etc.)	Predictions for what will happen next (Tell why you predict what you predict.)



Me and Rupert Goody

Chapter Nine Activities

Teacher Notes

Chapter Nine of the novel Me and Rupert Goody continues to develop Jennalee's jealousy and insecurity. In this chapter, Uncle Beau is in the hospital. Seven activities are provided for chapter nine. You may choose which activities work best for your reader. Some of the activities are continuations of activities from the previous chapters.

Chapter Nine Activity #1 asks the students to find examples of Jennalee's emotions in this chapter.

Chapter Nine Activity #2 asks the students to create a concept map of the sensory images in chapter nine. This activity will be continued throughout the novel.

Chapter Nine Activity #3 asks the students to create a vocabulary list of challenging words from chapter nine. This activity will be continued throughout the novel.

Chapter Nine Activity #4 provides an opportunity for students to respond in writing to chapter nine.

Chapter Nine Activity #5 asks the students to locate examples of dialect.

Chapter Nine Activity #6 continues the idea of keeping a double entry reading log.

Chapter Nine Activity #7 begins a summary/prediction chart on the novel. This activity will be continued throughout the novel. This activity is especially helpful if you are reading the novel to your students; before you read the day's chapter, you and your students can review the summary and predictions from the previous one.

Chapter Nine - Activity #1

What are Jennalee's emotions in this chapter? Think about what Jennalee says or does that shows her emotions. (Include the chapter and page number where you found her behavior.)

Emotion	Looks like	Sounds like

Chapter Nine - Activity #2

Authors often use words that appeal to the senses to establish the setting, introduce a character, or paint a word picture. Images that appeal to the senses (sight, hearing, touch, smell, and taste) are called sensory images. What images stood out as you listened to or read Chapter Nine of the novel? What senses did the images appeal to?

Chapter	Image	What sense did it appeal to?

Chapter Nine - Activity #3

As you read or listen to Chapter Nine of the novel, select words that are new or challenging to you. List the word, the page number, the sentence in the novel in which it is used, and the definition in the chart.

Word	Page	Context sentence (What words in the sentence provide clues to the meaning of the word?)	Definition

Now that you have learned the definition of the words, it is time to practice using the words.

Write a good sentence for each of the words on your list.

Complete the following chart using your words.

Word	Synonym	Antonym

Chapter Nine - Activity #4

Writing Prompts: Choose one or develop one of your own. Remember that you must write or reflect for the required time and length.

1. Jennalee cries when she first sees Uncle Beau in the hospital bed. Why do you think she does this?
2. Jennalee argues that the other people don't know how to take care of the store that way that she does. Why do you think she guards the store so jealously?
3. Jennalee tells Rupert that he made Uncle Beau sick. Why do you think she does this? Have you ever done anything like this?

Chapter Nine - Activity #5

Dialect is the distinctive way that people from a particular region or area speak. Dialects vary in pronunciation, grammar, and word choice. You may have noticed as you listened to or read Chapter Nine that Jennalee has a distinctive way of speaking.

What are some examples of dialect in Chapter Nine?

Quote/Dialect Example	My Thoughts (What does this tell me about the character? The setting? The tone or mood? Why do I think the author chose to use this? etc.)

Chapter Nine - Activity #6

Keeping a Double Entry Journal

One of the activities that you can do to help you understand and remember a novel that you are reading is keeping a log of your thoughts, questions, and predictions as you read. As you read and reflect on the novel, you can use something called a double entry journal to record your reflections.

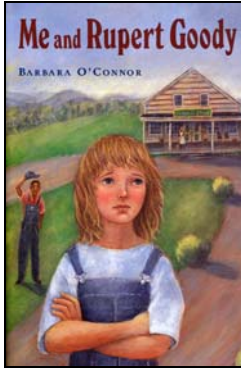
The first column is for quotes, summaries, character descriptions, and information from the text. The second column is for your thoughts, ideas, questions, concerns, reactions, predictions, etc.

In the Novel	My Thoughts

Chapter Nine - Activity #7

The following chart serves several purposes. First, you record a short summary of the chapter you just read or listened to and second, you predict what you think will happen in the next chapter. Remember to base your predictions on clues the author gives you in the novel.

Chapter Summary (Include key events, new characters, etc.)	Predictions for what will happen next (Tell why you predict what you predict.)



Me and Rupert Goody

Chapter Ten Activities

Teacher Notes

Chapter Ten of the novel Me and Rupert Goody continues to develop Jennalee's jealousy and insecurity. In this chapter, Uncle Beau is in the hospital. Seven activities are provided for chapter ten. You may choose which activities work best for your reader. Some of the activities are continuations of activities from the previous chapters.

Chapter Ten Activity #1 asks the students to find create a journal entry for Uncle Beau or Rupert.

Chapter Ten Activity #2 asks the students to create a concept map of the sensory images in chapter ten. This activity will be continued throughout the novel.

Chapter Ten Activity #3 asks the students to create a vocabulary list of challenging words from chapter ten. This activity will be continued throughout the novel.

Chapter Ten Activity #4 provides an opportunity for students to respond in writing to Chapter ten.

Chapter Ten Activity #5 asks the students to locate examples of dialect.

Chapter Ten Activity #6 continues the idea of keeping a double entry reading log.

Chapter Ten Activity #7 begins a summary/prediction chart on the novel. This activity will be continued throughout the novel. This activity is especially helpful if you are reading the novel to your students; before you read the day's chapter, you and your students can review the summary and predictions from the previous one.

Chapter Ten - Activity #1

Imagine that you are Rupert or Uncle Beau. What would your version of the events in this chapter be? How do you see the other characters? Write a 1-2 diary entry for either Uncle Beau or Rupert.

People in this Chapter	Events in this Chapter	My Character's Reactions (You may have to imagine how your character would react.)

Chapter Ten - Activity #2

Authors often use words that appeal to the senses to establish the setting, introduce a character, or paint a word picture. Images that appeal to the senses (sight, hearing, touch, smell, and taste) are called sensory images. What images stood out as you listened to or read Chapter Ten of the novel? What senses did the images appeal to?

Chapter	Image	What sense did it appeal to?

Chapter Ten - Activity #3

As you read or listen to Chapter Ten of the novel, select words that are new or challenging to you. List the word, the page number, the sentence in the novel in which it is used, and the definition in the chart.

Word	Page	Context sentence (What words in the sentence provide clues to the meaning of the word?)	Definition

Now that you have learned the definition of the words, it is time to practice using the words.

Write a good sentence for each of the words on your list.

Complete the following chart using your words.

Word	Synonym	Antonym

Chapter Ten - Activity #4

Writing Prompts: Choose one or develop one of your own. Remember that you must write or reflect for the required time and length.

1. Jennalee tells herself that what happened to Rupert wasn't her fault. Do you think she believes this? Why or why not?
2. Where do you think Rupert is? Why do you think this?
3. Have you ever been in a situation like Jennalee where your conscience kept you from sleeping? How did you handle it?

Chapter Ten - Activity #5

Dialect is the distinctive way that people from a particular region or area speak. Dialects vary in pronunciation, grammar, and word choice. You may have noticed as you listened to or read Chapter Ten that Jennalee has a distinctive way of speaking.

What are some examples of dialect in Chapter Ten?

Quote/Dialect Example	My Thoughts (What does this tell me about the character? The setting? The tone or mood? Why do I think the author chose to use this? etc.)

Chapter Ten - Activity #6

Keeping a Double Entry Journal

One of the activities that you can do to help you understand and remember a novel that you are reading is keeping a log of your thoughts, questions, and predictions as you read. As you read and reflect on the novel, you can use something called a double entry journal to record your reflections.

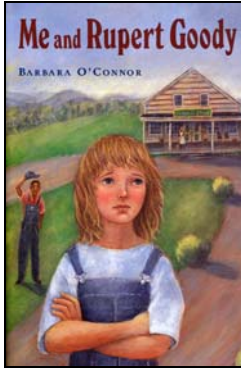
The first column is for quotes, summaries, character descriptions, and information from the text. The second column is for your thoughts, ideas, questions, concerns, reactions, predictions, etc.

In the Novel	My Thoughts

Chapter Ten - Activity #7

The following chart serves several purposes. First, you record a short summary of the chapter you just read or listened to and second, you predict what you think will happen in the next chapter. Remember to base your predictions on clues the author gives you in the novel.

Chapter Summary (Include key events, new characters, etc.)	Predictions for what will happen next (Tell why you predict what you predict.)



Me and Rupert Goody

Chapter Eleven Activities

Teacher Notes

Chapter Eleven of the novel Me and Rupert Goody continues to develop Jennalee's jealousy and insecurity. Seven activities are provided for chapter eleven. You may choose which activities work best for your reader. Some of the activities are continuations of activities from the previous chapters.

Chapter Eleven Activity #1 asks the students to create a concept map of the sensory images in chapter eleven. This activity will be continued throughout the novel.

Chapter Eleven Activity #2 asks the students to create a vocabulary list of challenging words from chapter eleven. This activity will be continued throughout the novel.

Chapter Eleven Activity #3 provides an opportunity for students to respond in writing to chapter eleven.

Chapter Eleven Activity #4 asks the students to locate examples of dialect.

Chapter Eleven Activity #5 continues the idea of keeping a double entry reading log.

Chapter Eleven Activity #6 begins a summary/prediction chart on the novel. This activity will be continued throughout the novel. This activity is especially helpful if you are reading the novel to your students; before you read the day's chapter, you and your students can review the summary and predictions from the previous one.

Chapter Eleven - Activity #1

Authors often use words that appeal to the senses to establish the setting, introduce a character, or paint a word picture. Images that appeal to the senses (sight, hearing, touch, smell, and taste) are called sensory images. What images stood out as you listened to or read Chapter Eleven of the novel? What senses did the images appeal to?

Chapter	Image	What sense did it appeal to?

Chapter Eleven - Activity #2

As you read or listen to Chapter Eleven of the novel, select words that are new or challenging to you. List the word, the page number, the sentence in the novel in which it is used, and the definition in the chart.

Word	Page	Context sentence (What words in the sentence provide clues to the meaning of the word?)	Definition

Now that you have learned the definition of the words, it is time to practice using the words.

Write a good sentence for each of the words on your list.

Complete the following chart using your words.

Word	Synonym	Antonym

Chapter Eleven - Activity #3

Writing Prompts: Choose one or develop one of your own. Remember that you must write or reflect for the required time and length.

1. Jennalee tells Vernon that she hasn't done anything to Rupert. Is this true? Does Vernon believe her?
2. Do you think Uncle Beau knows that Jennalee had something to do with Rupert's disappearance? Why or why not?
3. Have you ever been in a situation like Jennalee where you had to "own up" to what you had done? How did you handle yourself? Do you think Jennalee should have handled things differently?

Chapter Eleven - Activity #4

Dialect is the distinctive way that people from a particular region or area speak. Dialects vary in pronunciation, grammar, and word choice. You may have noticed as you listened to or read Chapter Eleven that Jennalee has a distinctive way of speaking.

What are some examples of dialect in Chapter Eleven?

Quote/Dialect Example	My Thoughts (What does this tell me about the character? The setting? The tone or mood? Why do I think the author chose to use this? etc.)

Chapter Eleven - Activity #5

Keeping a Double Entry Journal

One of the activities that you can do to help you understand and remember a novel that you are reading is keeping a log of your thoughts, questions, and predictions as you read. As you read and reflect on the novel, you can use something called a double entry journal to record your reflections.

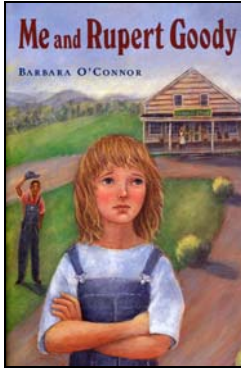
The first column is for quotes, summaries, character descriptions, and information from the text. The second column is for your thoughts, ideas, questions, concerns, reactions, predictions, etc.

In the Novel	My Thoughts

Chapter Eleven - Activity #6

The following chart serves several purposes. First, you record a short summary of the chapter you just read or listened to and second, you predict what you think will happen in the next chapter. Remember to base your predictions on clues the author gives you in the novel.

Chapter Summary (Include key events, new characters, etc.)	Predictions for what will happen next (Tell why you predict what you predict.)



Me and Rupert Goody

Chapter Twelve Activities

Teacher Notes

Chapter Twelve of the novel *Me and Rupert Goody* continues to develop Jennalee's jealousy and insecurity. Seven activities are provided for chapter twelve. You may choose which activities work best for your reader. Some of the activities are continuations of activities from the previous chapters.

Chapter Twelve Activity #1 asks the students to create a found poem for this chapter or the previous chapter.

Chapter Twelve Activity #2 asks the students to create a concept map of the sensory images in chapter twelve. This activity will be continued throughout the novel.

Chapter Twelve Activity #3 asks the students to create a vocabulary list of challenging words from chapter twelve. This activity will be continued throughout the novel.

Chapter Twelve Activity #4 provides an opportunity for students to respond in writing to chapter twelve.

Chapter Twelve Activity #5 asks the students to locate examples of dialect.

Chapter Twelve Activity #6 continues the idea of keeping a double entry reading log.

Chapter Twelve Activity #7 begins a summary/prediction chart on the novel. This activity will be continued throughout the novel. This activity is especially helpful if you are reading the novel to your students; before you read the day's chapter, you and your students can review the summary and predictions from the previous one.

Chapter Twelve - Activity #1

A found poem is a poem that is created by using words and phrases from an existing piece of writing. Although the poem uses someone else's words, the poet combines those words and phrases in a new and interesting way.

A found poem is a fun way to play with the words in a selection. It is also a good tool for helping you see and understand a selection's mood and tone. You select several descriptive or powerful phrases from a work and arrange them in a way that gets to the essence of the work. Found poems can be made from several pieces of literature that are on the same theme or topic. Try to choose phrases that are close in theme or context.

Directions:

1. Read the selection you have been given from the book.
2. Choose at least ten significant or powerful phrases.
3. Arrange those phrases in a meaningful way.
4. Using Microsoft Word, type the poem. -
5. Choose a new font, insert clip art, and center the poem on the page.
6. Print a copy of your poem for the bulletin board.

Chapter Twelve - Activity #2

Authors often use words that appeal to the senses to establish the setting, introduce a character, or paint a word picture. Images that appeal to the senses (sight, hearing, touch, smell, and taste) are called sensory images. What images stood out as you listened to or read Chapter Twelve of the novel? What senses did the images appeal to?

Chapter	Image	What sense did it appeal to?

Chapter Twelve - Activity #3

As you read or listen to Chapter Twelve of the novel, select words that are new or challenging to you. List the word, the page number, the sentence in the novel in which it is used, and the definition in the chart.

Word	Page	Context sentence (What words in the sentence provide clues to the meaning of the word?)	Definition

Now that you have learned the definition of the words, it is time to practice using the words.

Write a good sentence for each of the words on your list.

Complete the following chart using your words.

Word	Synonym	Antonym

Chapter Twelve - Activity #4

Writing Prompts: Choose one or develop one of your own. Remember that you must write or reflect for the required time and length.

1. In this chapter, Uncle Beau proposes something new for his birthday. Jennalee argues fiercely for the traditional birthday celebration. Why do you think she does this? Why does Rupert support her arguments?
2. Describe the relationship between Uncle Beau and Rupert. What does Uncle Beau wish for Rupert? What does he wish for himself and his relationship with Rupert?
3. Who is the better friend? Jennalee or Rupert? Why?

Chapter Twelve - Activity #5

Dialect is the distinctive way that people from a particular region or area speak. Dialects vary in pronunciation, grammar, and word choice. You may have noticed as you listened to or read Chapter Twelve that Jennalee has a distinctive way of speaking.

What are some examples of dialect in Chapter Twelve?

Quote/Dialect Example	My Thoughts (What does this tell me about the character? The setting? The tone or mood? Why do I think the author chose to use this? etc.)

Chapter Twelve - Activity #6

Keeping a Double Entry Journal

One of the activities that you can do to help you understand and remember a novel that you are reading is keeping a log of your thoughts, questions, and predictions as you read. As you read and reflect on the novel, you can use something called a double entry journal to record your reflections.

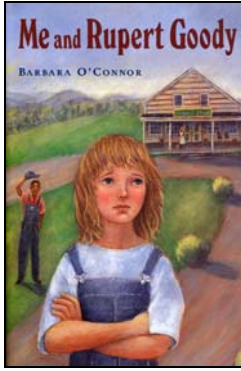
The first column is for quotes, summaries, character descriptions, and information from the text. The second column is for your thoughts, ideas, questions, concerns, reactions, predictions, etc.

In the Novel	My Thoughts

Chapter Twelve - Activity #7

The following chart serves several purposes. First, you record a short summary of the chapter you just read or listened to and second, you predict what you think will happen in the next chapter. Remember to base your predictions on clues the author gives you in the novel.

Chapter Summary (Include key events, new characters, etc.)	Predictions for what will happen next (Tell why you predict what you predict.)



Me and Rupert Goody

Chapter Thirteen Activities

Teacher Notes

Chapter Thirteen of the novel Me and Rupert Goody presents Jennalee standing up for Rupert. Seven activities are provided for chapter thirteen. You may choose which activities work best for your reader. Some of the activities are continuations of activities from the previous chapters.

Chapter Thirteen Activity #1 asks the students to examine two of Jennalee's actions in this chapter.

Chapter Thirteen Activity #2 asks the students to create a concept map of the sensory images in chapter thirteen. This activity will be continued throughout the novel.

Chapter Thirteen Activity #3 asks the students to create a vocabulary list of challenging words from chapter thirteen. This activity will be continued throughout the novel.

Chapter Thirteen Activity #4 provides an opportunity for students to respond in writing to chapter thirteen.

Chapter Thirteen Activity #5 asks the students to locate examples of dialect.

Chapter Thirteen Activity #6 continues the idea of keeping a double entry reading log.

Chapter Thirteen Activity #7 begins a summary/prediction chart on the novel. This activity will be continued throughout the novel. This activity is especially helpful if you are reading the novel to your students; before you read the day's chapter, you and your students can review the summary and predictions from the previous one.

Chapter Thirteen - Activity #1

Jennalee does two things in this chapter that she did not expect to do. What were they and what do they show about how her relationship with Rupert has changed?

Jennalee's Action	Jennalee's feeling about her action	My reaction to Jennalee's behavior
Action #1 (at the church)		
Action #2 (on the walk home)		

Chapter Thirteen - Activity #2

Authors often use words that appeal to the senses to establish the setting, introduce a character, or paint a word picture. Images that appeal to the senses (sight, hearing, touch, smell, and taste) are called sensory images. What images stood out as you listened to or read Chapter Thirteen of the novel? What senses did the images appeal to?

Chapter	Image	What sense did it appeal to?

Chapter Thirteen - Activity #3

As you read or listen to Chapter Thirteen of the novel, select words that are new or challenging to you. List the word, the page number, the sentence in the novel in which it is used, and the definition in the chart.

Word	Page	Context sentence (What words in the sentence provide clues to the meaning of the word?)	Definition

Now that you have learned the definition of the words, it is time to practice using the words.

Write a good sentence for each of the words on your list.

Complete the following chart using your words.

Word	Synonym	Antonym

Chapter Thirteen - Activity #4

Writing Prompts: Choose one or develop one of your own. Remember that you must write or reflect for the required time and length.

1. If Jennalee is so upset about Rupert following her to Vacation Bible School, why does she defend him? What do you think this shows?
2. Why do you think Rupert followed her to Vacation Bible School? How do you think Rupert feels about Jennalee?
3. Who is the better friend? Jennalee or Rupert? Why? Has your opinion changed since the last chapter? Why or why not?

Chapter Thirteen - Activity #5

Dialect is the distinctive way that people from a particular region or area speak. Dialects vary in pronunciation, grammar, and word choice. You may have noticed as you listened to or read Chapter Thirteen that Jennalee has a distinctive way of speaking.

What are some examples of dialect in Chapter Thirteen?

Quote/Dialect Example	My Thoughts (What does this tell me about the character? The setting? The tone or mood? Why do I think the author chose to use this? etc.)

Chapter Thirteen - Activity #6

Keeping a Double Entry Journal

One of the activities that you can do to help you understand and remember a novel that you are reading is keeping a log of your thoughts, questions, and predictions as you read. As you read and reflect on the novel, you can use something called a double entry journal to record your reflections.

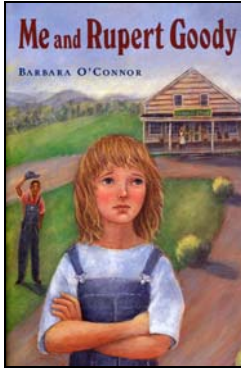
The first column is for quotes, summaries, character descriptions, and information from the text. The second column is for your thoughts, ideas, questions, concerns, reactions, predictions, etc.

In the Novel	My Thoughts

Chapter Thirteen - Activity #7

The following chart serves several purposes. First, you record a short summary of the chapter you just read or listened to and second, you predict what you think will happen in the next chapter. Remember to base your predictions on clues the author gives you in the novel.

Chapter Summary (Include key events, new characters, etc.)	Predictions for what will happen next (Tell why you predict what you predict.)



Me and Rupert Goody

Chapter Fourteen Activities

Teacher Notes

Chapter Fourteen of the novel Me and Rupert Goody presents Jennalee and Rupert finding their roles. Seven activities are provided for chapter fourteen. You may choose which activities work best for your reader. Some of the activities are continuations of activities from the previous chapters.

Chapter Fourteen Activity #1 asks the students to examine the changing relationship between Jennalee and Rupert.

Chapter Fourteen Activity #2 asks the students to create a concept map of the sensory images in chapter fourteen. This activity will be continued throughout the novel.

Chapter Fourteen Activity #3 asks the students to create a vocabulary list of challenging words from chapter fourteen. This activity will be continued throughout the novel.

Chapter Fourteen Activity #4 provides an opportunity for students to respond in writing to chapter fourteen.

Chapter Fourteen Activity #5 asks the students to locate examples of dialect.

Chapter Fourteen Activity #6 continues the idea of keeping a double entry reading log.

Chapter Fourteen Activity #7 begins a summary/prediction chart on the novel. This activity will be continued throughout the novel. This activity is especially helpful if you are reading the novel to your students; before you read the day's chapter, you and your students can review the summary and predictions from the previous one.

Chapter Fourteen - Activity #1

Although the previous chapter showed how much Jennalee has matured in her relationship with Rupert and Uncle Beau, the events in this chapter lead to a great revelation on her part. How has Jennalee's view/reaction to the relationship between Uncle Beau and Rupert changed since the beginning of the novel?

Stage	Jennalee's feelings	Jennalee's actions
Jennalee meets Rupert		
Uncle Beau takes Jennalee and Rupert ruby mining		
Uncle Beau gets hit by fire		
Jennalee takes up for Rupert at church		
Jennalee's revelation after the fire		

Chapter Fourteen - Activity #3

As you read or listen to Chapter Fourteen of the novel, select words that are new or challenging to you. List the word, the page number, the sentence in the novel in which it is used, and the definition in the chart.

Word	Page	Context sentence (What words in the sentence provide clues to the meaning of the word?)	Definition

Now that you have learned the definition of the words, it is time to practice using the words.

Write a good sentence for each of the words on your list.

Complete the following chart using your words.

Word	Synonym	Antonym

Chapter Fourteen - Activity #4

Writing Prompts: Choose one or develop one of your own. Remember that you must write or reflect for the required time and length.

1. Jennalee says, "And that was the exact moment that I knew it. Knew there was something powerful holding Uncle Beau and Rupert together. Knew Rupert had something in him behind that veil of crazy that Uncle Beau had seen all along." What does she see? Why can she see it now and not earlier in the novel?
2. Jennalee sees that she and Rupert have a lot in common. Do you and your siblings or family members have a lot in common?
3. Is Rupert a hero during the fire? Why or why not?

Chapter Fourteen - Activity #5

Dialect is the distinctive way that people from a particular region or area speak. Dialects vary in pronunciation, grammar, and word choice. You may have noticed as you listened to or read Chapter Fourteen that Jennalee has a distinctive way of speaking.

What are some examples of dialect in Chapter Fourteen?

Quote/Dialect Example	My Thoughts (What does this tell me about the character? The setting? The tone or mood? Why do I think the author chose to use this? etc.)

Chapter Fourteen - Activity #6

Keeping a Double Entry Journal

One of the activities that you can do to help you understand and remember a novel that you are reading is keeping a log of your thoughts, questions, and predictions as you read. As you read and reflect on the novel, you can use something called a double entry journal to record your reflections.

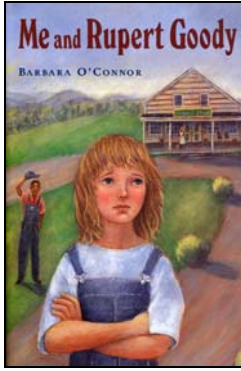
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In the Novel	My Thoughts

Chapter Fourteen - Activity #7

The following chart serves several purposes. First, you record a short summary of the chapter you just read or listened to and second, you predict what you think will happen in the next chapter. Remember to base your predictions on clues the author gives you in the novel.

Chapter Summary (Include key events, new characters, etc.)	Predictions for what will happen next (Tell why you predict what you predict.)



Me and Rupert Goody

Chapter Fifteen Activities

Teacher Notes

Chapter Fifteen of the novel Me and Rupert Goody presents Jennalee and Rupert finding their roles. Seven activities are provided for Chapter Fifteen. You may choose which activities work best for your reader. Some of the activities are continuations of activities from the previous chapters.

Chapter Fifteen Activity #1 asks the students to examine Jennalee's reaction to the birth certificate.

Chapter Fifteen Activity #2 asks the students to create a concept map of the sensory images in Chapter Fifteen. This activity will be continued throughout the novel.

Chapter Fifteen Activity #3 asks the students to create a vocabulary list of challenging words from Chapter Fifteen. This activity will be continued throughout the novel.

Chapter Fifteen Activity #4 provides an opportunity for students to respond in writing to Chapter Fifteen.

Chapter Fifteen Activity #5 asks the students to locate examples of dialect.

Chapter Fifteen Activity #6 continues the idea of keeping a double entry reading log.

Chapter Fifteen Activity #7 begins a summary/prediction chart on the novel. This activity will be continued throughout the novel. This activity is especially helpful if you are reading the novel to your students; before you read the day's chapter, you and your students can review the summary and predictions from the previous one.

Chapter Fifteen - Activity #1

Jennalee finds Rupert's birth certificate. How does she react?

Jennalee's reaction to finding it		Uncle Beau's reasons for not telling Jennalee he had seen it.
	Birth Certificate	

Chapter Fifteen - Activity #3

As you read or listen to Chapter Fifteen of the novel, select words that are new or challenging to you. List the word, the page number, the sentence in the novel in which it is used, and the definition in the chart.

Word	Page	Context sentence (What words in the sentence provide clues to the meaning of the word?)	Definition

Now that you have learned the definition of the words, it is time to practice using the words.

Write a good sentence for each of the words on your list.

Complete the following chart using your words.

Word	Synonym	Antonym

Chapter Fifteen - Activity #4

Writing Prompts: Choose one or develop one of your own. Remember that you must write or reflect for the required time and length.

1. Uncle Beau says that Jennalee needs more than a piece of paper to knock down her walls. What does he mean by that? Do you think knowing that Rupert was truly Uncle Beau's son would have made things easier for Jennalee? Why or why not?
2. Jennalee says, "I think we took comfort in being out there where things were old and used and familiar." What does this mean to you? Have you ever taken comfort in the familiar?
3. How would you describe the relationship between Uncle Beau, Rupert, and Jennalee?

Chapter Fifteen - Activity #5

Dialect is the distinctive way that people from a particular region or area speak. Dialects vary in pronunciation, grammar, and word choice. You may have noticed as you listened to or read Chapter Fifteen that Jennalee has a distinctive way of speaking.

What are some examples of dialect in Chapter Fifteen?

Quote/Dialect Example	My Thoughts (What does this tell me about the character? The setting? The tone or mood? Why do I think the author chose to use this? etc.)

Chapter Fifteen - Activity #6

Keeping a Double Entry Journal

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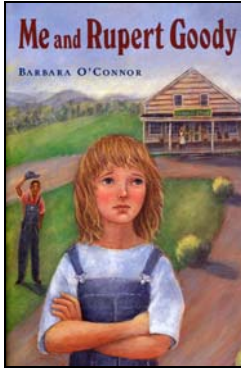
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In the Novel	My Thoughts

Chapter Fifteen - Activity #7

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Me and Rupert Goody

Follow-up Activities

When you and your students have finished reading a novel, it is helpful to do an activity or series of activities that help students look at the novel as a whole, to connect all of the events and themes in the novel, and to process their reactions to the novel.

Activity #1 asks the students to create a museum display for the novel.

Activity #2 asks the students to create a collection of poems about the novel.

Activity #3 asks the students to create a series of newspaper front pages that address the major events in the novel.

Activity #4 asks the students to create a diary for one of the minor characters in the novel.

Activity #5 asks the students to draw a map of the locations in the novel.

Activity #6 asks the students to design and create a mural.

Activity #7 asks the students to design a t-shirt advertising Uncle Beau's store or the Ruby Mine.

Activity #8 asks the students to design a poster to advertise the novel.

Activity #9 asks the students to create a character time capsule.

Activity #10 asks the students to create a collage of the imagery in the novel.

Additional Activities lists additional possibilities for activities.

Activity #1 - Novel Museum

Other students, previous readers and future readers of the novel, teachers, and librarians would like to learn about this novel. You and your group are assigned the task of creating a museum display that creates interest in the novel without giving away the ending.

You and your group will need to include the following items in your display:

- Display Board
- Art Work
- Artifacts
- Brochure explaining exhibit
- Author information
- Character Information
- Quotes

Remember that your display will need to be visually appealing in addition to being accurate!

Activity #2 - Poem Collection

Write and illustrate a series of poems about the novel. The poems can be about the characters or events in the novel or the poems can be about your reactions to the novel.

Your poem book project will need to contain the following:

- Cover
- Table of Contents
- 10-12 poems
- Illustrations

Remember that your poem collection will need to be visually appealing!

Activity #3 - Newspaper

You and your group are assigned the task of creating a series of newspaper front pages that report the major events of the novel.

Your front pages will need to include:

- Name of the Newspaper
- Articles (at least 3 per front page)
- Headlines
- Pictures

Your front pages will need to include the major events in the novel. You may combine chapters if you wish; however, you must have at least 7 front pages. Try to make your front pages look as much like a real newspaper as you can.

Remember that your newspapers must be visually appealing and accurate.

Activity #4 - Dear Diary

You are to choose a character other than Jennalee and create a diary that contains at least fifteen entries, one for each chapter. Retell the events of the novel from your character's point of view.

Remember that your entries must be from a different character's point of view! That character won't know exactly what Jennalee is thinking and will have to guess based on her actions and comments.

Your diary will need to include:

- Cover
- Character Name and why you chose that character
- 15 entries

Activity #5 - Map

The geography of a book is important. Create a map or scale model of the locations in the novel.

Your map or scale model will need to include:

- Locations
- Key
- Clear labels on locations
- Information from novel about locations

Remember that your map or scale model must be visually appealing and accurate.

Activity #6 - Mural

You and your group are assigned the task of creating a mural that illustrates the key elements in the novel. Your mural will need to be at least 3 feet tall and 3 feet wide.

Your mural should include:

- Title of novel
- Author of novel
- Characters
- Pictures that illustrate key events
- Picture of key items
- Pictures that illustrate key themes

Remember that your mural must be visually appealing and accurate.

Activity #7 - T-Shirt

T-shirts are frequently used to advertise events, items, bands, books, etc. You are assigned the task of designing a t-shirt that advertises Uncle Beau's store or the Ruby Mine. You will create either an actual t-shirt with this design or a poster-size version of this design.

The t-shirt design will need to include:

- Logo
- Picture
- Quotes or text
- Reference to the novel

Remember that your t-shirt needs to be visually appealing and accurate.

Activity #8 - Mural

You and your group are assigned the task of creating a poster that advertises the novel. Your goal is to create a poster that will make people want to read the book.

Your poster should include:

- Title of novel
- Author of novel
- Characters
- Pictures that illustrate key events
- Picture of key items

Remember that your poster must be visually appealing and accurate.

Activity #9 - Character Time Capsule

Your job is to create a shoe-box-sized time capsule that contains several important things that are important to a character.

The time capsule will need to include:

- Letter from character explaining the contents (artifacts) of capsule
- 5 artifacts that are important to the character
- exterior/interior decorations for time capsule
- Novel title and author

Remember that your time capsule needs to be visually appealing and accurate.

Activity #10 - Collage

Look back at the imagery charts you completed for each chapter. Select 3-5 images per chapter to include on a poster-size collage.

Your collage should include:

- Title of novel
- Images from novel (words)
- Illustrations of images (you may draw the illustrations, use clip art, or pictures from magazines)

Remember that your collage must be visually appealing and accurate.

Additional Activities

1. Construct a mobile for the novel.
2. Create a board game of the novel.
3. Create a coloring book of the novel.
4. Create a commercial advertising the book.
5. Create a movie trailer for the book.
6. Create a patchwork quilt of the characters and events in the novel. (This can be a cloth quilt or a paper quilt.)
7. Create a Reader's Theater version of the book and perform it for a lower grade.
8. Create a scrapbook of the characters, events, and quotes from the novel.
9. Create a set of bumper stickers based on the novel.
10. Create a set of paper dolls of the characters.
11. Create a time line of the events in the novel.
12. Create and present a multimedia presentation of the book.
13. Design a bulletin board for the novel.
14. Design a web site for the book.
15. Make a series of bookmarks for the novel.
16. Write a letter the author of the novel.

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