

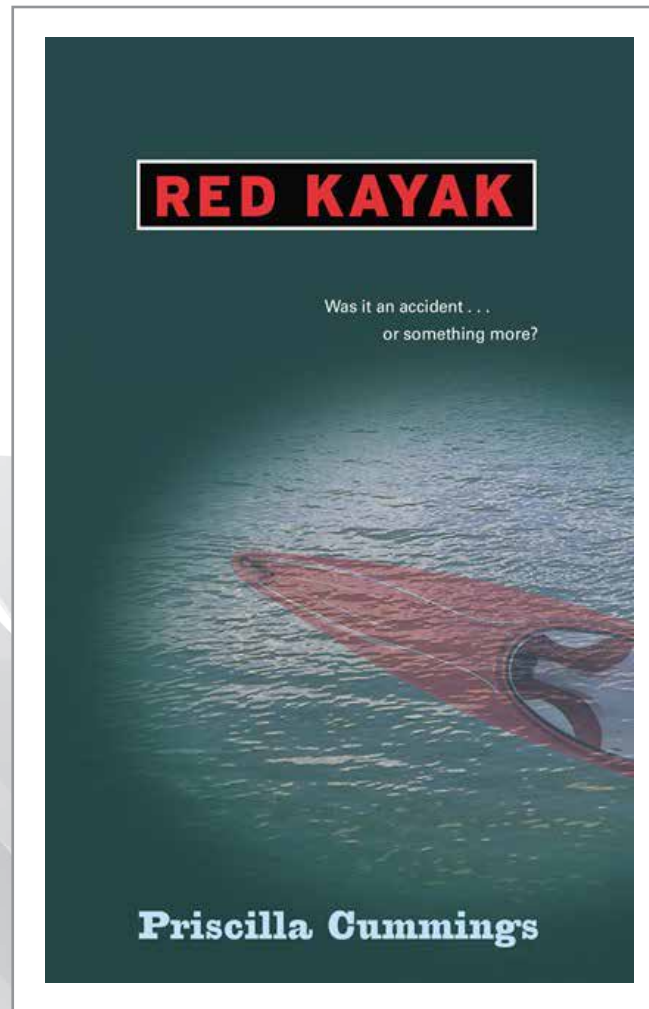


**STUDENT PACKET**

**GRADES 6-8**

# Red Kayak

Priscilla Cummings



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

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Priscilla Cummings

## 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 \_\_\_\_\_

### Vocabulary Matching

corrode

oxymorons

marina

riprap

jimmies

chortled

encroaching

phragmites

strewn

exposure

skiff

inlets

ketch

callous

transom

**Directions:** Match each vocabulary word to its correct definition below.

1. \_\_\_\_\_ scattered
2. \_\_\_\_\_ chuckled
3. \_\_\_\_\_ harbor for small craft
4. \_\_\_\_\_ rust; decay
5. \_\_\_\_\_ gradually intruding
6. \_\_\_\_\_ flat ending of the stern of a boat
7. \_\_\_\_\_ tall grasses
8. \_\_\_\_\_ small sailboat with two masts
9. \_\_\_\_\_ narrow indentations in the shoreline
10. \_\_\_\_\_ openness to the harmful effects of weather
11. \_\_\_\_\_ boat small enough for one person to sail or row
12. \_\_\_\_\_ male crabs
13. \_\_\_\_\_ heartless; insensitive
14. \_\_\_\_\_ protective embankments made from broken stone
15. \_\_\_\_\_ figures of speech that seem self-contradictory

### **Chapters Sixteen–Nineteen**

1. Why does Brady cry?
2. What is Mrs. DiAngelo’s reaction to the cleaned-out boathouse?
3. What “cruel thing” does Brady say to Digger? Why does he say it?
4. Why is there a police car at Digger’s house?
5. What ceremony does Digger miss?
6. For what does J.T. thank Brady?
7. What worries Brady’s mom?
8. What is J.T.’s real name? What is Digger’s?
9. When did Digger chip his tooth?
10. What does Auntie Janet give to Brady? Why is this object special?
11. What does Brady realize about J.T. and Digger?

### **Chapters Twenty–Twenty-two**

1. What are sponge crabs?
2. \*Why doesn’t Brady take Tilly out on the water? What does this tell you about him?
3. How does Brady justify what he does with the drill?
4. Why does Brady go back to work for Mrs. DiAngelo?
5. Who comes home on the Fourth of July? How does this make Brady feel?
6. \*Does Brady’s dad have a choice about joining the watermen’s protest?
7. What does Brady’s mom give him?
8. Why can’t J.T. donate a kidney to his dad?
9. What does the butterfly garden symbolize to Brady’s mom?
10. What does Brady’s dad say is wrong for the bay?
11. What does Brady ask his father to do?
12. Why doesn’t Brady tell his dad the truth?

Name \_\_\_\_\_

### Cause and Effect

**Directions:** Write four events from the story, and then list the effect of each event.

**Cause**

**Effect**

A rectangular box with a notch on the right side, intended for writing a cause.A rectangular box with a protrusion on the left side, intended for writing an effect.A rectangular box with a notch on the right side, intended for writing a cause.A rectangular box with a protrusion on the left side, intended for writing an effect.A rectangular box with a notch on the right side, intended for writing a cause.A rectangular box with a protrusion on the left side, intended for writing an effect.A rectangular box with a notch on the right side, intended for writing a cause.A rectangular box with a protrusion on the left side, intended for writing an effect.