

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.

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 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.)