No Talking

By

Andrew Clements

A Novel Study
by Nat Reed

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About the author: Nat Reed was a member of the teaching profession for more than 35 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine years. For more information on his work and literature, visit novelstudies.org.

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Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on two chapters of **No Talking** and is comprised of five of the following activities:

1. Before You Read
2. Vocabulary Building
3. Comprehension Questions
4. Language and Extension Activities

A **portfolio cover** (p.7) as well as a **Checklist** (p.6) are included so that students may track of their completed work.

Every activity need not be completed by all students.

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature*, *Grade 5*, makes reference to

a) determining the meaning of words and phrases. . . including figurative language;
b) explaining how a series of chapters fits together to provide the overall structure;
c) compare and contrast two characters;
d) determine how characters … respond to challenges;
e) drawing inferences from the text;
f) determining a theme of a story . . . **and many others.**

Themes which may be taught in conjunction with the novel include bullying, sportsmanship, peer pressure, civil disobedience, the power of words – both spoken and unspoken.

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List of Skills

Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homophones
3. Identifying/creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *onomatopoeia*.
7. Identify *singular/plural*
8. Identify *anagrams*
9. Listing compound words
10. Identifying parts of speech
11. Determining alphabetical order
12. Identification of root words
13. Identify/create *similes*
14. Identify *personification*.

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Identify *cliffhangers*
5. Identify the climax of the novel.
6. Complete a Story Pyramid

Character Activities

1. Determine character traits
2. Identify the protagonist
3. Relating personal experiences
4. Compare characters

Creative and Critical Thinking

1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Create a poem
6. Write a description of personal feelings
7. Write a book review
8. Complete an Observation Chart
9. Complete a KWS Chart
10. Create a friendly letter.

Art Activities

1. A Storyboard
2. Create a collage
3. Create an Information Card
4. Design a cover for the novel
5. Create a comic strip
6. Design a wanted poster

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Synopsis

Who can talk less for two whole days, boys or girls? The fifth graders at Laketon Elementary are the noisiest class in history, so when Dave Packer challenges Lynsey Burgess to a boys vs. girls "no talking" contest, it's not going to be easy for either side.

Teachers and school administrators are in an uproar, until one creative teacher sees the kids' experiment as a unique opportunity to look at language and communication in a fresh way – and that's when things get really interesting. (The Publisher)

* *A vintage tale from the master of the theme-driven, feel-good school story*. - Kirkus Reviews, Starred Review.

A complete synopsis and other helpful reviews can be found online at such sites as the following: http://www.goodreads.com/book/show/235127.No_Talking

Author Biography

Andrew Clements

Andrew Clements has written more than fifty books for children, including the award-winning, multimillion-copy bestseller, ***Frindle***. Mr. Clements taught in the public schools near Chicago for seven years before moving east to begin a career in publishing and writing. The parents of four grown children, he and his wife live in Westborough, Massachusetts. [The Publisher]

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Student Checklist

Student Name _____

Assignment	Grade / Level	Comments

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Name: _____

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Chapters 1-2

Before you read the chapter:

The greatness of a nation can be judged by the way its animals are treated. (Gandhi)
Gandhi makes an interesting point in this quotation, but how else do you think a nation might be judged? Be sure to support your answer with at least one reason or example.

Vocabulary:

Choose a word from the list to complete each sentence.

opinion	disgusted	explanation	industry
culture	independent	violence	incredible

1. It was remarkable that the India became a nation without resorting to _____.
2. Sammy was _____ with his older brother when he ran away from home.
3. The sawmill is the town's only _____.
4. The Indian people have contributed a great deal to the _____ of our nation.
5. "I never thought I would see the day when India would become an _____ country," the army general admitted.
6. "What is your _____ on the matter?" the principal asked.
7. Setting the school record in the long jump is quite an _____ feat.
8. What possible _____ could there be for being so late for class?

Questions

1. What is the **setting** of Chapter One?

2. **Investigate**: a famous quote from Mahatma Gandhi is found on the previous page. Using resources in your school library or the Internet, find another quote from this great man and record it below – then state why it appealed to you.

Quote:
Why I found it interesting:

3. Other than remaining quiet for a day, what might be another way to clear one's mind and help a person think better? (You may wish to brainstorm ideas with a colleague before answering.)

4. Why was Dave's determination not to talk at that time most unfortunate for poor Lynsey?

5. To what did Mrs. Overby attribute Dave's coughing fit?

6. Dave was surprised to find that keeping quiet was very easy to do. True or False

7. What was the reason that Gandhi refused to speak on one day of each week?

8. You already know quite a bit about the main character of the novel, Dave Packer, but how would you get along with him if he was in your class at school? In the chart below list <u>one</u> thing you would probably enjoy about having Dave as a classmate (Positive), and <u>one</u> thing that would probably annoy you (Negative).

Positive ++	
Negative --	

Good to Know

Dave is quite impressed with the accomplishments of the peace activist, Gandhi in these chapters. **Mohandas Gandhi** (1869-1948) was the leader of Indian nationalism in British-ruled India. As is mentioned in the novel, Gandhi used nonviolent civil disobedience to lead India to independence and was an inspiration for civil rights around the world. Gandhi is commonly, though not officially, considered the *Father of the Nation* in India. His birthday on October 2 is a national holiday. Sadly, Gandhi was assassinated by an extremist in 1948.

Language Activity

A. Many authors enjoy using **alliteration –** a literary device where the author **r**epeats the same sound at the beginning of several words. Here's one such example: from Chapter One "… **M**onday **m**orning in the **m**iddle of November."

Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

The sound of thunder	
A speeding train	
Your own example	

B. Chapter Two contains an important literary device called a **cliffhanger**. A cliffhanger usually occurs at the end of a chapter when the author leaves the reader in suspense. How is this true in Chapter Two? Why do you think the author ended the chapter this way?

C. Place the following words from these chapters in **alphabetical order**.

middle	1.
Monday	2.
morning	3.
next	4.
mouth	5.
measure	6.
minutes	7.
land	8.
mind	9.
library	10.

Extension Activities

A. Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene - or the entire novel.

Complete the storyboard below illustrating the events described in this section of ***No Talking.*** You may wish to practice your drawings on a separate piece of paper.

1	2
3	4
5	6

B. Quintet

Unlike ***quintuplet*** (a set of five children born to the same mother at one birth), a ***quintet*** is a five-line verse that tells a story. The quintet has a syllable pattern and has the wonderful ability of bringing a visual image to life for the reader.

Here is the structure of the quintet:

A Creative Title

Line 1 – tells **when** ~ and has 3 syllables
Line 2 – tells **where** ~ and has 5 syllables
Line 3 – tells **what** ~ and has 7 syllables
Line 4 – describes **activity** ~ and has 9 syllables
Line 5 – contains a relevant **thought** ~ and has 3 syllables

An Example!

Here is an example of a Quintet take from the poem, *Jack and Jill*.

Jack and Jill

Dinner time,
Up a hill they went,
To fetch a pail of water,
Then Jack and Jill tumbled down the hill,
Poor old Jack.

Now try your hand at writing a quintet which contains some of the important details from the first two chapters of this novel.