

# Unit 1

## Hello, Universe

*by Erin Entrada Kelly*

### Activity Book



GRADE 7 Core Knowledge Language Arts®

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*by Erin Entrada Kelly*

## Activity Book

GRADE 7

Core Knowledge Language Arts®



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**Unit 1**

**Contemporary Literature**

*Hello, Universe*

*By Erin Entrada Kelly*

**Activity Book**

This Activity Book contains activity pages that accompany the lessons from the Unit 1 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.

## Letter to Family

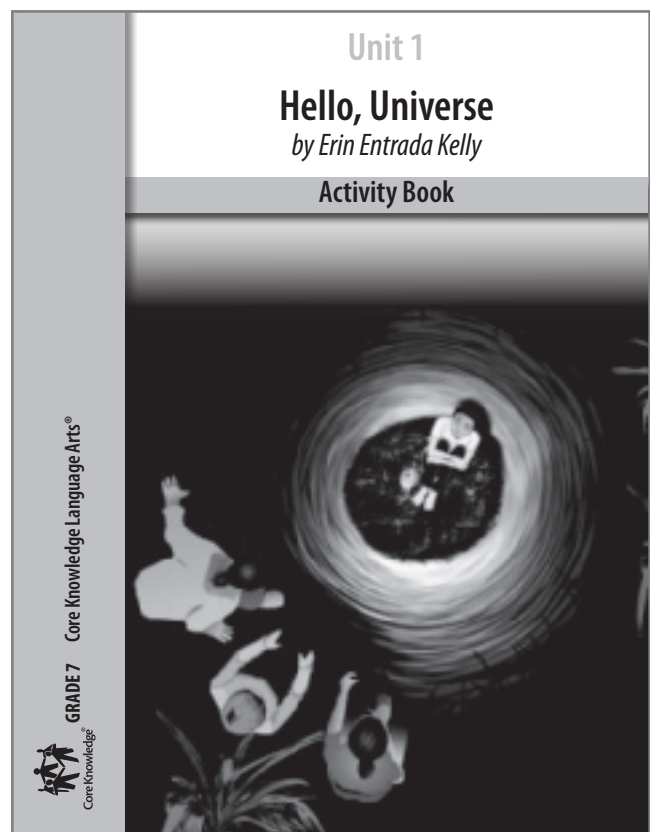
### Unit 1

Our class will begin a unit in language arts in which students will read *Hello, Universe*, a novel by Filipino American author Erin Entrada Kelly. Kelly is an award-winning writer of children's books. For *Hello, Universe*, Kelly won the 2018 Newbery Medal, an award given to the author of the most distinguished contribution to American literature for children.

In earlier grades, students using the Core Knowledge Language Arts (CKLA) materials explored the concept of identity—what makes us who we are. This unit gives students an additional opportunity to think about and discuss identity in literature and in their own lives. In *Hello, Universe*, students will observe how the identities of various characters are changed by new environments and experiences and how they are defined by those experiences in the eyes of others.

*Hello, Universe* contains diverse characters with different cultural backgrounds and abilities. It also includes a number of potentially sensitive topics, such as bullying, disability, and ethnic diversity. This includes scenes of children being bullied and ignored because of their disabilities. These topics are often emotionally charged and may be challenging to teach to middle school students. Throughout this unit, students will be given opportunities and support to reflect about these challenging issues. If you wish, you are encouraged to ask your students to read with you and share what they learned in each day's class discussion.

If you have any questions or concerns, please do not hesitate to contact me.





## Vocabulary for Chapter 1: “Grand Failure” and Chapter 2: “Valencia”

### Chapter 1: “Grand Failure”

1. **hurdle**, *n.* obstacle or difficulty; upright frame over which competitors in a race must jump (**hurdles**) (1)
2. **anvil**, *n.* a heavy iron block (2)
3. **pug-faced**, *adj.* having a flat-nosed face, like a pug dog (3)
4. **kinship**, *n.* a family relationship or other very close connection with another (3)
5. **scurry**, *v.* to move quickly (**scurried**) (4)
6. **guinea pig**, *n.* a small, tailless rodent often kept as a pet; a person or thing used as a subject in an experiment (7)

### Chapter 2: “Valencia”

7. **crane**, *v.* to stretch (12)
8. **overbearing**, *adj.* bossy, arrogant, domineering (14)
9. **gazillion**, *n.* a very large, unspecified number (15)
10. **zoological**, *adj.* related to animals (15)



Word	Pronunciation	Page
Virgilio	/ver*jee*lee*oe/	2
ay sus	/ie/ /soos/	3
Philippines	/fil*i*peenz/	3
anak	/ə*nək/	6
guinea pig	/gi*nee/ /pig/	7
Renatus Goupil	/rin*ə*tus/ /gou*pil/	8
psychiatrist	/sie*kie*ə*trist/	15
zoological	/zoo*oe*lo*ji*kəl/	15



Character	Textual Evidence	Direct or Indirect Characterization	Trait
Valencia	Says she will make her “own fun” by exploring the woods, taking notes in her zoological diary, and drawing bird sketches. (page 15)	Indirect – actions, thoughts/feelings	Lonely, Independent, Artistic

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**1.3**  
CONTINUED

ACTIVITY PAGE

Character	Textual Evidence	Direct or Indirect Characterization	Trait
Kaori	“Twelve-year-old Kaori Tanaka—a proud Gemini—liked to tell people her parents were born in the high, misty mountains of a samurai village.” (page 26)	Direct	Twelve years old, Gemini, Imaginative, Proud of heritage

Character	Textual Evidence	Direct or Indirect Characterization	Trait
Chet	Uses offensive language. (page 33)	Indirect – speech	Bully

NAME: \_\_\_\_\_

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## Summary of Chapter 3: “Help of a Different Nature”

*In the space below, fill in details about setting, characters, and important events in Chapter 3.*

### Setting

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### Characters

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### Important Events

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## Vocabulary for Chapter 4: “Bells of the Buddhist Monastery,” Chapter 5: “Turtle,” and Chapter 6: “The Tiger of Elm Street”

### Chapter 4: “Bells of the Buddhist Monastery”

1. **second sight**, *n.* the ability to see into the future (26)
2. **monastery**, *n.* a building occupied by a community of monks living under religious vows (27)
3. **incense**, *n.* a substance that produces a sweet odor when burned (27)
4. **zodiac**, *n.* the circular arrangement of the twelve astrological signs (27)
5. **fruitless**, *adj.* pointless; unproductive (28)
6. **recorder**, *n.* a musical wind instrument similar to a flute (28)
7. **mature**, *adj.* fully developed; grown-up (29)
8. **flutter**, *v.* to move back and forth quickly (**fluttered**) (29)

### Chapter 5 “Turtle”

9. **debilitating**, *adj.* causing weakness or exhaustion (31)
10. **swipe**, *v.* to steal (**swiped**) (32)
11. **kindred**, *adj.* similar in quality or nature (32)



## Chapter 6: “The Tiger of Elm Street”

12. **dense**, *adj.* thick; impenetrable (35)
13. **voilà**, *int.* a French word used to call attention to something or to suggest an appearance as if by magic; literally, “there it is” (35)
14. **haunt**, *v.* to be a regular or frequent visitor to a certain place (**haunted**) (36)
15. **veer**, *v.* to make a sudden turn (**veered**) (36)
16. **fail-safe**, *n.* something that returns a situation to a safe state in case of failure or malfunction (37)

Word	Pronunciation	Page
Kaori Tanaka	/kae*oe*ree/ /tə*no*ko/	26
samurai	/sam*ə*raie/	26
Buddhist	/boo*dist/	27
monastery	/mon*ə*ster*ee/	27
incense	/in*sens/	27
Mahal kita	/mo*ho/ /kee*to/	34
voilà	/vwaw*lo/	35

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## Summary of Chapter 7: “A Peculiar Future” and Chapter 8: “Drama in the Freezer Aisle”

*In the space below, fill in details about setting, characters, and important events in Chapters 7 and 8.*

### Setting

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### Characters

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### Important Events

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[illegible]

NAME: \_\_\_\_\_

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## Grammar: Complete Sentences

*Build complete sentences. Read each model sentence. Then use the sentence chunks that follow to build a new sentence like the model.*

1. Model: The swim team's first meet will be held one week from today.

final concert	on Friday evening	will take place	the school orchestra's
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New Sentence: The school orchestra's final concert will take place on Friday evening.

2. Model: Our fastest swimmer, Evie Parker, will compete for her third first-place medal.

Mr. Blumenthal,	Mozart's <i>The Marriage of Figaro</i>	the orchestra leader,	will conduct
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New sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. The team's assistant coach, Jennifer Davis, will help team members stay focused and relaxed.

will help the percussion section	the orchestra's cymbals player,	stay together and on the beat	Olga Winokur,
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New sentence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Blowing her whistle loudly, the coach will discourage any inappropriate behavior.

the bassoon player,	a solo before the audience	will perform	honking like a goose with a cold,
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New sentence: \_\_\_\_\_

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5. Impressed and admiring, the onlookers will cheer for their favorite athletes,

the audience	entertained and appreciative	for the talented musicians	will clap loudly
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New sentence: \_\_\_\_\_

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Write your own complete sentences on lines 6–8. For each sentence, draw a vertical line separating the subject and predicate.

6. \_\_\_\_\_

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7. \_\_\_\_\_

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8. \_\_\_\_\_

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## Informative Essay Writing Model

### [Introduction]

In *Hello, Universe*, author Erin Entrada Kelley shows that pets are special and make a positive difference in her characters' lives. I relate to this because just like Virgil, I have a pet guinea pig, Baxter.

### [Supporting Paragraphs]

A pet can help you feel less lonely. Virgil's relationship with his pet guinea pig Gulliver shows this. Virgil has siblings, but he often feels alone because he is so different from them. I know what it feels like to be alone because I don't have any brothers or sisters. I also know how a pet can help. When I come home from school, Baxter is waiting for me in his cage in my room. I take him out and play with him every day. He is company for me when no one else is around. We're best buds.

### [Supporting Paragraphs]

Gulliver's role also shows how pets can help people in other ways. Seeing his guinea pig happily eating dandelions calms Virgil down when he needs it most. Like Virgil's pet, my guinea pig helps to calm me down if I'm upset or worried about something. I know that petting Baxter's soft fur will always makes me feel better.

### [Supporting Paragraphs]

One day, I came home from school, and Baxter was not in his cage. I had accidentally left the door open when I fed him that morning. No one knew where he was. My heart was beating really fast. I wouldn't stop looking for him until I found him. Luckily, he was safe, hiding under the couch. So I really related to Virgil's feelings of worry when Chet threw the bag with Gulliver in it down the well. I understand why Virgil jumped down that well and risked his own safety to rescue his pet. Losing a pet would be like losing a friend.

### [Conclusion]

Being a pet owner has taught me the value of having a pet in my life. Pets keep us company, help us feel better, and bring us joy. I see all these qualities in Virgil's relationship with Gulliver in *Hello, Universe*. Virgil cares for his pet and feels about his pet much like I do. This makes *Hello, Universe* a realistic depiction of what it is like to own and love a pet.



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## Practice Paragraph Writing

*Use the lines below to write your own one-paragraph review of the Chapters 1–6 in Hello, Universe. Remember to include a topic sentence, two or three supporting sentences that develop the topic, and a concluding sentence.*

Topic Sentence:

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Supporting Sentences:

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This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Concluding Sentence:

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NAME: \_\_\_\_\_

3.1

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Vocabulary for Chapter 9: “Valencia” and Chapter 10: “The Bullens Boys”

### Chapter 9: “Valencia”

1. **peek**, *n.* a quick glance (64)
2. **reincarnate**, *adj.* to be born anew in another body after death (**reincarnated**) (69)
3. **scrunchy**, *adj.* wrinkled-looking or crumpled (69)
4. **juvenile**, *adj.* immature or childish (69)
5. **offensive**, *adj.* unpleasant or disgusting (70)

### Chapter 10: “The Bullens Boys”

6. **suspect**, *v.* to imagine to be the case; to be suspicious (**suspected**) (72)
7. **defective**, *adj.* damaged (74)
8. **glare**, *v.* to stare in an angry way (74)
9. **lumber**, *v.* to move clumsily or slowly (76)
10. **conveyor belt**, *n.* a continuously moving band or wide belt that moves objects from one place to another (76)
11. **snarling**, *adj.* angry or sharp (77)
12. **straighten up**, *v.* to improve in behavior (77)
13. **fumbly**, *adj.* in a clumsy way (77)

Word	Pronunciation	Page
avocado	/a*və*ko*doe/	64
reincarnated	/ree*in*kar*nae*tēd/	69

NAME: \_\_\_\_\_

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## Chapter 9: “Valencia” and Chapter 10: “The Bullen Boys”

*Answer the following questions in complete sentences.*

1. Who is the narrator of Chapter 9? How do you know? How is this different from most of the other chapters you have read?

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2. What does Valencia think about her name? What might this reveal about her identity? (page 61)

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3. What evidence on page 62 suggests that Valencia feels distant from her mother?

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4. Why does Valencia wake up with her heart pounding? Which other character's heart was pounding in an earlier chapter? What does this indicate about the characters? (page 63)

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5. Identify two examples of hyperbole on page 63. What does Valencia's use of hyperbole tell us about her?

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6. How does Valencia's view of waking up at dawn contrast with Kaori's? (page 63)

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7. What do we learn in the section on page 64 that explains the use of a nesting bird to illustrate the opening page of each chapter Valencia narrates?

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8. What does Valencia see in the grocery store that stops her in her tracks? (page 65)

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9. What happened to the missing baby bird? Which line suggests that this might be an example of foreshadowing? (page 65)

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10. Why does Valencia nibble on her lip and stare at the card for a long time before texting Kaori? (page 66)

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

11. Why does the author show some of the lines on pages 67–69 in boxes? What is different about Valencia’s use of English here as compared to Kaori’s? What can you infer about the two characters from this?

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12. What does Kaori tell Valencia when Valencia says that she doesn’t sound like a twelve-year-old? What does Kaori’s reply mean? How does Valencia respond to this? (page 68)

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13. Who does Valencia see in the grocery store shortly after texting with Kaori? What do we learn about Chet from Valencia's description of him? (page 69)

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14. Why does Chet bully Valencia and Virgil?

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15. What is different about the chapter opener illustration for Chapter 10 on page 72? Who is the focus of this chapter?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

16. To whom is Chet referring in the short opening paragraph in Chapter 10? How do you know? What does he seem to think about her?

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17. What do we learn about Chet's father in the passage on pages 73 through 74?

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18. How would you describe Mr. Bullens's character traits? How do you think Mr. Bullens's personality impacts his son?

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19. How does Mr. Bullens answer when Chet asks him what makes people deaf? How does his answer contradict what Chet thinks about his father? What does this tell us about both Chet and Mr. Bullens? (pages 74 and 75)

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

20. Why does Chet's face turn red when his father asks him about practicing basketball?  
(page 75)

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21. What does Chet's father mean when he remarks that the woman in front of them at  
the grocery store should buy more vegetables? (page 76)

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22. Which items are Chet and his father buying at the grocery store? How does this display yet another example of their hypocrisy and lack of self-awareness? (page 77)

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NAME: \_\_\_\_\_

**3.3**

ACTIVITY PAGE

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## Perspectives Graphic Organizer—Chet Bullens

*Answer the following questions in complete sentences.*

What is Virgil's view of Chet? Provide evidence from the story to support your answer.

What is Valencia's view of Chet? Provide evidence from the story to support your answer.

How does Chet view himself? Provide evidence from the story to support your answer.

What is YOUR view of Chet? Explain.



NAME: \_\_\_\_\_

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## Summary of Chapter 11: “Beware the Color Red,” Chapter 12: “Valencia,” and Chapter 13: “Snakes”

*In the space below, fill in details about setting, characters, and important events in Chapters 11–13.*

### Setting

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### Characters

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### Important Events

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[illegible]

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Grammar: Clauses and Phrases

*Use the model sentence as a guide for building a new sentence with the chunks given.*

1. Model: I like hiking in the mountains, and I do it as often as I can.

Chunks: I like going scuba diving. I do it at least once every summer.

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2. Model: Hearing nothing but the sound of a mountain stream, I enjoy the silence.

Chunks: I feel the dive boat rocking under me. I carefully put on my gear.

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3. Model: I walk quietly, because I don't want to disturb the stillness around me.

Chunks: I climb down the ladder slowly. I don't want to fall.

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4. Model: I enjoy seeing the small mountain flowers that speckle the grass.

Chunks: I enjoy seeing the small fish. They flash silver in the water around me.

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5. Model: In the early morning, drops of dew bead the rocks, and they sparkle in the sun.

Chunks: My ears have to adjust to the pressure. They hurt a little until they do. This happens at the beginning of the dive.

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6. Model: After a lot of climbing, my legs get tired, but I enjoy the feeling.

Chunks: I check my air gauge. I have enough air for another few minutes. I do this after I have been swimming for a while.

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7. Model: As I climb, I wonder how long it took to form the mountains.

Chunks: I float over the sea bed. I take care not to disturb the coral.

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8. Model: When I reach the peak, I can see for miles all around.

Chunks: I see that my air is getting low. I begin slowly to ascend.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

9. Model: The other peaks that surround mine seem to float on the clouds in the distance.

Chunks: The bubbles rise in the water with me. They seem to want to keep me company.

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10. Model: When it is time to turn back, I say goodbye to the mountains, and they say a silent goodbye to me.

Chunks: I break the surface. I can hear the seagulls and the waves against the boat. They remind me how silent it is under the sea.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Topic Menu for Informative Essay

*Look at the topic menu options listed below. You may also include a topic of your own. Rank the topics according to your interest. One (1) is the topic you are most interested in pursuing.*

\_\_\_\_\_ Cultural heritage

\_\_\_\_\_ Family relationships

\_\_\_\_\_ Differently abled people

\_\_\_\_\_ Importance of pets and animals

\_\_\_\_\_ Being different or unique

\_\_\_\_\_ Feeling alone or misunderstood

\_\_\_\_\_ Bullying

\_\_\_\_\_ Friendship

\_\_\_\_\_ Grandparents

\_\_\_\_\_ Other:

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*Select your top three topics. How does each topic relate to your own experience? List as many connections as you can.*

Topic 1: \_\_\_\_\_

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Topic 2: \_\_\_\_\_

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Topic 3: \_\_\_\_\_

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## Vocabulary for Chapter 14: “The Universe Knows” and Chapter 15: “Valencia”

### Chapter 14: “The Universe Knows”

1. **petty, *adj.*** of little importance (99)
2. **sparse, *adj.*** scarce; scanty (99)
3. **banish, *v.*** to get rid of (99)
4. **star chart, *n.*** a chart or map showing the positions of the stars (99)
5. **nudge, *v.*** to push against lightly; to push into action gently (**nudging**) (99)
6. **destiny, *n.*** fate; events that will happen to a person in the future (100)
7. **delicate, *adj.*** difficult to handle (100)
8. **manipulate, *v.*** to handle or control something (100)
9. **constellation, *n.*** a group of stars that form a perceived pattern or outline (100)
10. **coincidence, *n.*** something that happens and is not planned but may seem as if it were (100)
11. **abracadabra, *excl.*** a word said by magicians when performing a magic trick (101)
12. **scorpion, *n.*** an arachnid with pinchers and a poisonous stinger (104)



## Chapter 15: “Valencia”

13. **focus**, *n.* the center of interest or activity (105)
14. **sacred**, *adj.* holy or connected with God (105)
15. **guarantee**, *v.* to promise or assure (105)
16. **mangy**, *adj.* dirty, crusty; affected with mange (106)
17. **document**, *v.* to record in detail (107)
18. **snatch**, *v.* to grab quickly (109)
19. **picky**, *adj.* fussy or extremely particular (109)
20. **consider**, *v.* to look at attentively; to think about carefully (**considers**) (110)
21. **footnote**, *n.* something that is additional or less important (110)

Word	Pronunciation	Page
Pisces	/pie*seez/	100
Scorpio	/skor*pee*oe/	100
constellation	/kon*stəl*ae*shun/	100
Orion	/ə*rie*ən/	100
Andromeda	/an*drom*ə*də/	101
Pegasus	/peg*ə*səs/	101
coincidence	/koe*in*sə*dens/	101
abracadabra	/a*brə*kə*da*brə/	101
Styrofoam	/stie*rə*foem/	107
bologna	/bə*loe*nee/	109

NAME: \_\_\_\_\_

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## Chapter 14: “The Universe Knows” and Chapter 15: “Valencia”

*Answer the following questions in complete sentences.*

1. What is the setting of this scene on pages 99–101? Briefly describe it. What are the characters doing?

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2. To whom is Kaori referring when she asks herself, “How does one unite a Pisces and a Scorpio”? How do you know?

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3. How would you describe Kaori’s attitude toward herself in this chapter? What is Kaori’s attitude toward Gen? What is Gen’s attitude toward her older sister? Explain.

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4. What does Kaori mean when she says, “There are no coincidences”? Where have we seen this line before? How might this relate to the blurb on the cover of the book?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5. What evidence can you find on page 102 that reinforces the differences between Gen and Kaori?

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6. How does Kaori describe the personalities of Virgil and Valencia? Why does she describe them like this? Based on what you have learned about the characters, do you think she is correct? Explain.

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7. How have the setting and point of view changed on page 105?

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8. Why might Kaori be surprised by the first sentence on page 105?

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9. What is the name of the dog Valencia feeds in the woods? How does this name reinforce some things we have already learned about Valencia's identity?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

10. How do Valencia's feelings for Sacred suggest that appearances can be deceiving? How might this apply to the characters in *Hello, Universe*?

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11. How does the scene between Valencia and her mother on pages 108–110 echo an earlier scene between Virgil and his mother?

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12. What does Valencia tell her mother the bowl of food is for? What does she tell her mother she intends to do with her day?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Summary of Chapter 16: “Down, Down, Down”

*In the space below, fill in details about setting, characters, and important events in Chapter 16.*

### Setting

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### Characters

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### Important Events

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[illegible]

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Morphology: Latin Roots *circum*, *cum*, *extra*, and *trans*

*Greek and Latin roots are combined with other word roots and affixes to make words. You can often use the context to figure out the meaning of unfamiliar words. Use the context provided to choose the correct word from the list to fill in the blanks in the sentences below.*

transmission      transportation      transparent      cumulative      circumlocution  
extraterrestrial      circumvention      extrafamilial      cumulus      extramural

1. *Intervention* means coming between two things. A word that means going around something is \_\_\_\_\_.
2. Something inside the family would be intrafamilial. Something outside the family would be \_\_\_\_\_.
3. Someone who is sent somewhere has a mission. Something sent across the Atlantic Ocean by radio would be a \_\_\_\_\_.
4. Something that is apparent is something I can see. Something that I can see through is \_\_\_\_\_.
5. A mural is a painting on a wall. Intramural sports are played within a school. Sports played with another school are \_\_\_\_\_.
6. The grades you earn during the years are added together to give you a \_\_\_\_\_ grade-point average.
7. Clouds that look as if they had been piled all together are \_\_\_\_\_ clouds.

8. Locution is the art of speaking. \_\_\_\_\_ is speaking around something rather than saying it directly.
9. A porter is someone who carries something. Carrying something across a long distance is \_\_\_\_\_.
10. The Latin word for Earth is *terra*. A visitor to Earth from another planet would be an \_\_\_\_\_.

NAME: \_\_\_\_\_

4.5

ACTIVITY PAGE

DATE: \_\_\_\_\_

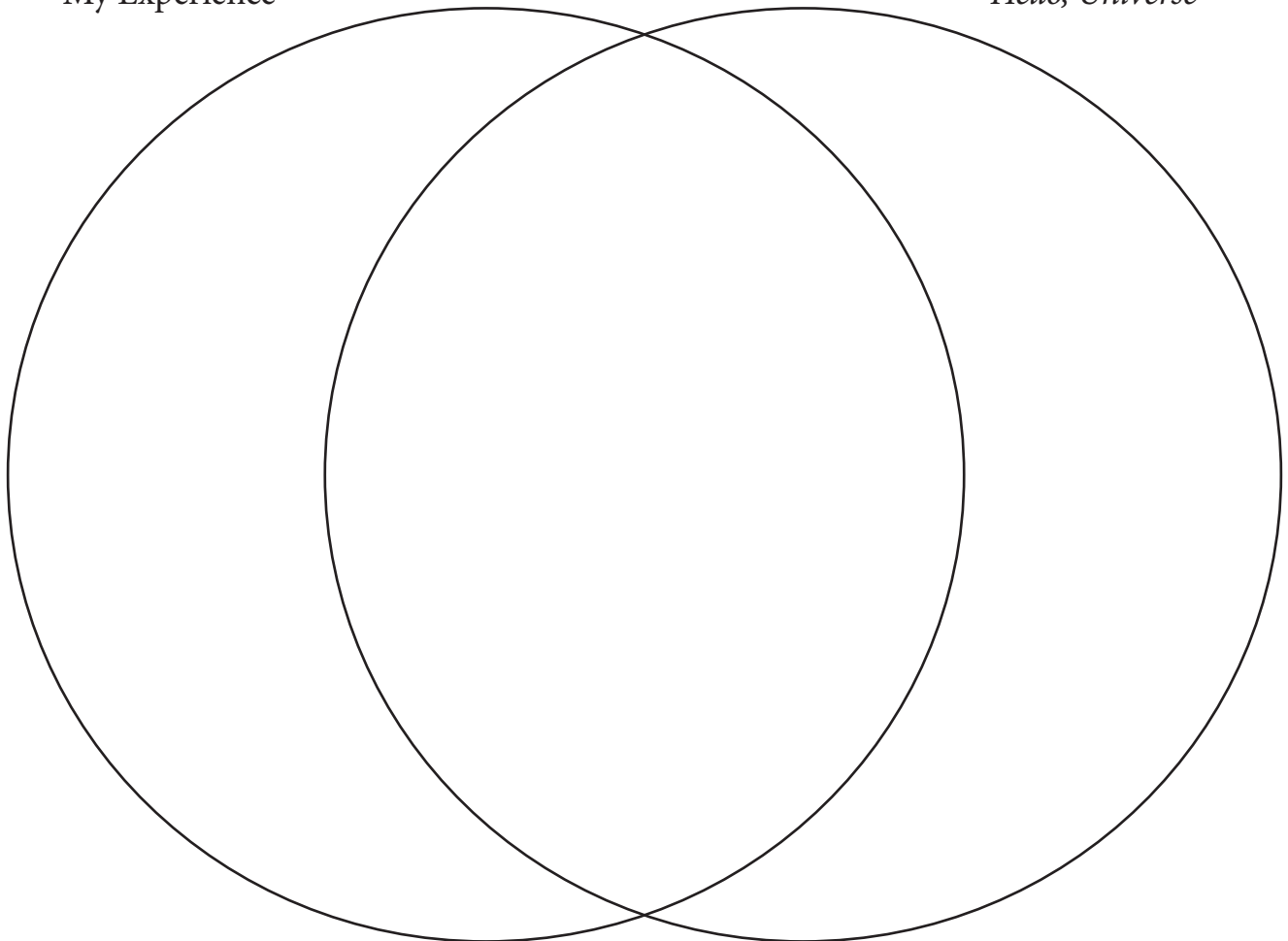
## Connect Text to Self

*Complete the Venn diagram to connect your theme from Hello, Universe to your own experience. In the left circle, describe your own experience. In the right circle, list at least three specific events from the book that relate to the theme, including page numbers. In the overlapping section, write the reasons why your experience connects to the events in the book.*

My theme: \_\_\_\_\_

My Experience

Hello, Universe



*Write a complete sentence that explains how your own experience is connected to the theme in Hello, Universe.*

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## Vocabulary for Chapter 17: “Going Underground”

1. **thrive**, *v.* to do well, to flourish **thriving**, **thrived** (119)
2. **talon**, *n.* a large, hooked claw (120)
3. **blot out**, *v.* to cover or hide (**blotted out**) (120)
4. **sever**, *v.* to cut off, or slice forcibly (120)
5. **gape**, *v.* to stare in amazement or wonder (**gaped**) (121)
6. **descent**, *n.* the action of moving downward (121)
7. **hesitate**, *v.* to pause before doing something, often out of concern or worry (**hesitated**) (121)
8. **rung**, *n.* a step of a ladder (122)
9. **quiver**, *v.* to tremble or shake, often with emotion (**quivering**) (122)
10. **slouch**, *v.* to spread out or lean, droop (**slouched**) (122)
11. **clutch**, *v.* to hold onto tightly (**clutched**) (123)
12. **abandon**, *v.* to give up on completely (**abandoning**) (123)
13. **follicle**, *n.* a small sac in the skin containing the root of a hair (124)
14. **dangle**, *v.* to hang or swing loosely (**dangled**) (125)
15. **wail**, *v.* to give a loud cry of pain, grief, or anger (**wailing**) (125)

16. **gash**, *n.* a deep, long cut or wound (125)
17. **scenario**, *n.* a potential sequence of events (125)
18. **quell**, *v.* to soothe or calm; to put an end to (**quelled**) (127)

Word	Pronunciation	Page
Balatama	/bə*lo*to*mo/	119
sever	/se*ver/	120
descent	/də*sent/	121
follicle	/fo*li*kəl/	124
scenarios	/sə*ne*ree*oez/	125

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## Summary of Chapter 18: “Animal,” Chapter 19: “Valencia,” and Chapter 20: “The Question of Yelling”

*In the space below, fill in details about setting, characters, and important events in Chapters 18–20.*

### Setting

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### Characters

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### Important Events

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[illegible]

NAME: \_\_\_\_\_

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### Morphology: Prefixes *ab-*, *ad-*, and *ex-*

*Sometimes joining a different prefix to a word root can give it a meaning opposite to the one it had before. Match each word in the left column with prefix *ab-*, *ad-*, or *ex-* to a word with an opposite meaning in the right column. Write the number of the word in the left column next to the match in the right column.*

- |              |                    |
|--------------|--------------------|
| 1. exterior  | _____ obtain       |
| 2. abnormal  | _____ prevent      |
| 3. advocate  | _____ interior     |
| 4. abolish   | _____ repress      |
| 5. advantage | _____ accept       |
| 6. except    | _____ subvocal     |
| 7. abstain   | _____ internal     |
| 8. express   | _____ disadvantage |
| 9. external  | _____ normal       |
| 10. advent   | _____ establish    |



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## Concluding Paragraph Constructor

*Draft the following sentences to help you construct your concluding paragraph.*

Sentence 1: Restate the theme.

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Sentences 2–3: Sum up how your experience and the book both show the theme.

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Sentence 4: State the most important thing you want readers to know or remember.

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*Write your concluding paragraph on the lines below.*

- *Be sure to include the theme, how it connects to your experience, and the most important thing that you want readers to know.*
- *When you are done, underline the most important points in your conclusion. These are the ideas that you will need to describe in your essay using details from Hello, Universe and from your own experience.*

[illegible]

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## Vocabulary for Chapter 21: “Valencia” and Chapter 22: “Imagine You Are Somewhere Else”

### Chapter 21: “Valencia”

1. **civilization**, *n.* the comforts and conveniences of modern life (152)
2. **clever**, *adj.* intelligent; resourceful (152)
3. **observations**, *n.* facts learned by studying something (152)
4. **dart**, *v.* to move quickly (**darted**) (153)
5. **goof off**, *v.* to waste time; to avoid work (**goofing off**) (154)
6. **shudder**, *v.* to tremble from fear or excitement (155)

### Chapter 22: “Imagine You Are Somewhere Else”

7. **snap**, *v.* to bite suddenly (**snapped**) (157)
8. **clench**, *v.* to close or squeeze together tightly (**clenched**) (157)
9. **pinprick**, *n.* a tiny hole or puncture (as if made by a pin) (157)
10. **taunt**, *v.* to harass, insult; to tease in a mean way (158)
11. **logical**, *adj.* reasonable, sensible (158)
12. **sputter**, *v.* to speak with a fast popping sound, often due to strong emotion (**sputtered**) (158)
13. **frantically**, *adv.* in an uncontrolled way (158)

14. **distant**, *adj.* far away (159)
15. **perch**, *v.* to sit, as if on a tree branch (**perched**) (159)
16. **generation**, *n.* a group of family members living in the same time period (159)
17. **hyperventilate**, *v.* to breathe hard and fast, often due to strong emotion (**hyperventilating**) (162)

Word	Pronunciation	Page
civilization	/sɪˈvɪlˈiːzəˈʃʊn/	152
observations	/əbˈzərˈveɪˈʃʊnz/	152
generations	/ˌdʒenˈerˈeɪˈʃʊnz/	129
hyperventilating	/hɪˈpərˈvenˈtiːləˈtɪŋ/	162

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**Summary of Chapter 23: “The Issue of Time,”  
Chapter 24: “Valencia,” and Chapter 25: “The Girl Who Didn’t  
Know Her Destiny”**

*In the space below, fill in details about setting, characters, and important events in Chapters 23–25.*

**Setting**

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**Characters**

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**Important Events**

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## Spelling Words

*When you practice spelling and writing the words, remember to pronounce and spell each word one syllable at a time.*

*During Lesson 11, you will be assessed on how to spell these words. Practice spelling the words by doing one or more of the following:*

- *spell the words out loud*
- *write sentences using the words*
- *copy the words onto paper*
- *write the words in alphabetical order*

*The following chart provides the meanings of the spelling words. You are not expected to know the word meanings for the spelling assessment, but it may be helpful to have them as a reference as you practice spelling the words.*

Spelling word	Definition
<b>exterior</b>	located on the outside
<b>abnormal</b>	not normal
<b>advocate</b>	to speak for
<b>abolish</b>	to do away with
<b>abstain</b>	to avoid partaking
<b>transmission</b>	something sent from one place to another
<b>cumulative</b>	having the value of a running total
<b>circumvention</b>	the act of going around something
<b>transportation</b>	the act of carrying something from one place to another
<b>extramural</b>	having to do with a school or organization other than one's one
<b>transparent</b>	capable of being seen through
<b>extraterrestrial</b>	not from Earth



NAME: \_\_\_\_\_

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## Outline Model

*Complete the outline for your informative essay.*

### I. Introduction

A. Theme from book:

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B. Connection to self:

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C. Additional detail:

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### II. Body Text

A. Supporting paragraph 1 topic:

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1. Detail:

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2. Detail:

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3. Detail:

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B. Supporting paragraph 2 topic:

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1. Detail:

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2. Detail:

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NAME: \_\_\_\_\_

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3. Detail:

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C. Supporting paragraph 3 topic:

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1. Detail:

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2. Detail:

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3. Detail:

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### III. Conclusion

A. Connection to theme:

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B. Detail:

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C. Concluding statement:

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## Vocabulary for Chapter 26: “Interpretation of a Dream” and Chapter 27: “Valencia”

### Chapter 26: “Interpretation of a Dream”

1. **interpretation, *n.*** an explanation of the meaning of something (185)
2. **unconscious, *n.*** the part of the mind that affects a person’s behavior and emotions without the person being aware of it (185)
3. **anxious, *adj.*** worried or nervous (185)
4. **overcome, *v.*** to successfully deal with something, especially a problem or difficulty (185)
5. **skeptically, *adv.*** in a manner that expresses doubt about something (186)
6. **obvious, *adj.*** clear, apparent; easily seen or understood (186)
7. **unconvinced, *adj.*** not certain that something is true (186)
8. **concentrate, *v.*** to focus one’s attention on something (186)
9. **knotted, *adj.*** twisted (187)
10. **exchange, *v.*** to trade one thing for another (**exchanged**) (187)
11. **vigor, *n.*** energy; enthusiasm (188)

### Chapter 27: “Valencia”

12. **strategy, *n.*** a plan of activity (191)
13. **munch, *v.*** to eat something noisily (191)



14. **swig**, *n.* a quick gulp of a drink (192)

15. **random**, *adj.* unspecified (192)

Word	Pronunciation	Page
interpretation	/in*ter*prə*tæ*shun/	185
unconscious	/un*kon*shus/	185
anxious	/ang*shus/	185
skeptically	/skep*tik*ə*lee/	186

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## Making Connections with *Hello, Universe*

*Think about what you have read so far in Hello, Universe to answer the following questions. If needed, use one of the sentence frames provided to write your response. If necessary, reread sections to find ideas that you can use to answer the questions.*

1. **Text-to-text:** How do the ideas or characters in *Hello, Universe* remind you of something else you have read or seen (story, book, poem, movie, song)?

- *Hello, Universe* reminds me of \_\_\_\_\_ [name of story, book, poem, song] because \_\_\_\_\_
- The ideas or characters in *Hello, Universe* are similar to (or different from) the ideas or characters in \_\_\_\_\_ because \_\_\_\_\_

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2. **Text-to-self:** How do the ideas or characters in *Hello, Universe* relate to your own life, ideas, and experiences?

- *Hello, Universe* reminds me of a time when \_\_\_\_\_

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- I agree with/understand (or don't agree with/understand) \_\_\_\_\_  
in *Hello, Universe* because in my own life \_\_\_\_\_

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3. **Text-to-world:** How do the ideas or characters in *Hello, Universe* relate to the larger world?

- *Hello, Universe* makes me think about \_\_\_\_\_  
[famous person or historic event] because \_\_\_\_\_

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- *Hello, Universe* makes me think about the future because \_\_\_\_\_

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## Summary of Chapter 28: “Bali”

*In the space below, fill in details about setting, characters, and important events in Chapter 28.*

### Setting

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### Characters

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### Important Events

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## Grammar: Sentence Types

*Writers combine sentences to clarify the relationship between ideas. Combine the sentences in each set that follows to make a single compound, complex, or compound-complex sentence.*

1. In the story “The Ugly Duckling,” the main character thinks he is a duck. He is not. (Use the conjunction “but” to make a compound sentence.)

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2. He thinks he is a duck. He sees himself through the eyes of others. They think he is a duck. (Use the words “because” and “who” to make a complex sentence.)

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3. He does not look like a duck. The others think he is a failed duck. They treat him badly. (Use the word “because”—at the beginning of the sentence—and the conjunction “so” to make a compound-complex sentence.)

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4. The “ugly duckling” sees himself reflected in the water. He is able to see himself in a new way. He realizes that he is a beautiful swan. (Use the word “when”—at the beginning of the sentence—and the conjunction “and” to make a compound-complex sentence.)

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5. Literature can be like water. We see our reflections in it. This can help us understand and appreciate the differences. They make us unique. (Use the words “in which,” “and,” and “that” to make a compound-complex sentence.)

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Read the model sentence. Then use the information given below to write a new sentence with the same structure.

6. Different people enjoy different hobbies, and their hobbies help to make them unique and interesting.

Different kinds of pets have different needs. Their particular needs help to make them fun to care for.

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DATE: \_\_\_\_\_

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7. One hobby is bonsai, which is the art of growing miniature trees.

My favorite pet is a bearded dragon. A bearded dragon is a kind of lizard.

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8. Because bonsai trees take a long time to grow, you have to be very patient.

Bearded dragons like to sit on your shoulder. You can carry them around with you.

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9. You have to learn how to care for the trees, because they need a lot of attention.

You have to give them plenty of light and warmth. They are desert animals.

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10. Even though bonsai trees are small, they flower in the spring, and they shed their leaves in the fall.

Bearded dragons are not as playful as puppies or kittens. They make great pets. They look amazing.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Introductory Paragraph Constructor

*Draft the following sentences to help you construct your introductory paragraph.*

Sentence 1: What is the theme that you will write about?

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Sentences 2: What is your personal connection to the theme?

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Sentences 3–4: Are there any other brief details you want to include about your connection to the theme that would make readers want to read more?

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*Write your introductory paragraph on the lines below.*

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## Vocabulary for Chapter 29: “Valencia” and Chapter 30: “Smaug”

### Chapter 29: “Valencia”

1. **intimidate**, *v.* to frighten or overwhelm; to make timid (**intimidates**) (207)
2. **enigma**, *n.* a puzzle; a mystery (207)
3. **perceptive**, *adj.* insightful; understanding (208)
4. **nausea**, *n.* a feeling of sickness, as if to vomit (208)
5. **splay**, *v.* to spread out (**splays**) (209)
6. **nonchalant**, *adj.* having a feeling of apparent calmness; seemingly unconcerned (211)
7. **soften**, *v.* to become less severe or less harsh (213)
8. **cathedral**, *n.* an important, large church; often characterized by large stained glass windows, spires, pillars, and arches (213)
9. **cackling**, *adj.* laughing in a loud or harsh way (214)
10. **rummage**, *v.* to search in a disorganized way (**rummaging**) (215)
11. **scowl**, *n.* a frown of displeasure (215)
12. **jittery**, *adj.* tense; nervous (216)

### Chapter 30: “Smaug”

13. **glory**, *n.* a state of high honor, especially won by a notable achievement (219)
14. **triumphant**, *adj.* victorious; proud of a success (219)
15. **bounty hunter**, *n.* someone who hunts and catches something (such as wild animals or criminals) to collect a reward (219)
16. **pipsqueak**, *n.* someone or something small and insignificant (220)

17. **expression**, *n.* a phrase or saying (220)
18. **craft**, *v.* to create something with exceptional skill (**crafted**) (221)
19. **thicket**, *n.* a dense growth of bushes or trees (221)
20. **bellow**, *v.* to make a loud noise (**bellowed**) (221)
21. **distinct**, *adj.* recognizable; easy to perceive (222)
22. **gusto**, *n.* enthusiastic enjoyment (222)
23. **hex**, *n.* a curse; a magic spell (222)
24. **adrenaline**, *n.* a chemical released into the body of a person who is feeling a strong emotion such as fear that enables one to respond quickly (223)
25. **venomous**, *adj.* poisonous (224)
26. **melodramatic**, *adj.* exaggerated; overemotional (225)
27. **ruddy**, *adj.* reddish (225)
28. **deflated**, *adj.* having been emptied of air (226)

Word	Pronunciation	Page
intimidate	/in*tim*ə*daet/	207
enigma	/i*nig*mə/	207
Lilliput	/li*li*pət/	210
nonchalant	/non*shə*lant/	211
cathedral	/kə*thee*drəl/	213
Smaug	/smoug/	218
adrenaline	/ə*dre*nə*lin/	223
venomous	/ven*ə*mus/	224
melodramatic	/me*loe*drə*ma*tik/	225

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## Chapter 29: “Valencia” and Chapter 30: “Smaug”

*Answer the following questions in complete sentences.*

1. How does the first paragraph of Chapter 29 relate to the idea that there are no coincidences?

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2. How does Valencia describe Virgil’s neighborhood compared to her own? How does this make her feel? Why do you think she feels intimidated?

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3. What sarcastic comment does Valencia make to Kaori in this scene? Does Valencia's use of sarcasm tell you anything about how she is used to being spoken to?

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4. What words does the author use in the scene on pages 208–209 to further emphasize Valencia's uncomfortable feelings? How does the setting in this scene impact Valencia?

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NAME: \_\_\_\_\_

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5. What does Valencia say at the bottom of page 209 that shows she appreciates the way Kaori is treating her? How might this be an indication that she often does not feel heard?

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6. Why is the name of Valencia's pet guinea pig important? How does it fit in with the idea that there are no coincidences?

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7. Why is Valencia acting nonchalantly? How does this fit in with the way we have seen her act before?

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8. What is Valencia’s first impression of Lola? Why does Valencia’s impression of Lola change quickly? What clues can you find in Valencia’s introduction to Lola that show she is not used to being heard or accepted?

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NAME: \_\_\_\_\_

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9. What does Valencia realize when she sees the family photo? What does she tell us about Virgil's identity?

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10. What does Lola say to Valencia about the deaf girl in her village? What does Valencia's reaction to Lola's story tell us about the way people typically treat her? What does it tell us about Valencia's identity?

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11. Which words in the passage on pages 218–219 show that Chet is hungry for praise and attention? Whom does Chet want to impress the most?

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12. What does Chet say he is afraid of? How does this contrast with Valencia?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

13. How does the passage on page 220 show you that Chet's behavior is largely driven by his desire to please his father? How does it reinforce Chet's need for positive attention and praise?

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14. How does Chet try to mask his real feelings on page 223? Does this remind you of another character?

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15. How does Chet's body react when he finds the snake? Is he honest about his feelings? Explain.

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16. Find statements at the bottom of page 224 and top of page 225 that relate to the idea that there are no coincidences.

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17. How does Chet react after the snake bites him? How is this similar to Virgil's reaction to being in the well? How does Chet's reaction emphasize his need to be thought of as "tough"?

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NAME: \_\_\_\_\_

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## Summary of Chapter 31: “Unpredictable Happenings”

*In the space below, fill in details about setting, characters, and important events in Chapter 31.*

### Setting

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### Characters

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### Important Events

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Morphology: Practice Word Roots

*Use context clues and your knowledge of word roots to fill in the blanks with the appropriate word from the list.*

circumference      circumstance      circumscribe      encumber  
accumulate      extraordinary      extravagant      extrasensory  
translucent      transfixed

1. Maria was \_\_\_\_\_ by the sight of the elephant. It was as if she were fixed in place by a rod running through her body.
2. Jesse always wore \_\_\_\_\_ clothing. It was way beyond what the situation called for.
3. Jorge felt his freedom was severely \_\_\_\_\_ by the school rules. They seemed to surround him and hold him in.
4. Measure the length of the outside edge of the wheel—that will give you its \_\_\_\_\_.
5. The pane of dark blue glass was \_\_\_\_\_. It allowed some light to pass through.
6. Matt stood in the middle of the room and looked around him. He wanted to make a careful note of the \_\_\_\_\_.
7. Marta could see things that were invisible. She had \_\_\_\_\_ perception.
8. Ravi felt \_\_\_\_\_ by the sash, the sword, and the scabbard. They just added unnecessary things to his wardrobe, and their weight plus that of his other clothes was too much.



9. The white tiger was anything but ordinary. It was quite

\_\_\_\_\_.

10. We get a new cat every day. It doesn't seem like much, but one plus one plus one, and so on, really adds up. We have \_\_\_\_\_ a lot of cats!

NAME: \_\_\_\_\_

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## Body Paragraph Constructor

1. *Complete the prompts to help you draft the body paragraphs of your essay.*
2. *When you are done, reread your paragraphs. Mark places where you might need a transition word or sentence to make the transition smoother within or between paragraphs.*

The theme all my paragraphs need to relate to is: \_\_\_\_\_

### Body Paragraph 1

Topic sentence:

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Supporting sentences:

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**Body Paragraph 2**

Topic sentence:

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Supporting sentences:

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**Body Paragraph 3**

Topic sentence:

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Supporting sentences:

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NAME: \_\_\_\_\_

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## Vocabulary for Chapter 32: “The Worst Thing to Say”

1. **suffocate**, *v.* to die from lack of air; to have difficulty breathing (241)
2. **inevitable**, *adj.* certain to happen; unavoidable (242)
3. **dribble**, *v.* to drip slowly (**dribbled**) (243)
4. **ferocity**, *n.* fierceness, fury (243)
5. **compliment**, *v.* to praise or admire (**complimented**) (244)
6. **straightaway**, *adj.* immediately; with little delay (244)
7. **appetizer**, *n.* a part of a meal served before the main course (245)
8. **hoarse**, *adj.* deep and harsh sounding; rough or raspy (246)
9. **slump**, *v.* to bend and lean against something (**slumped**) (247)

Word	Pronunciation	Page
suffocate	/suf*ə*kaet/	241
inevitable	/in*e*və*tə*bəl/	242
ferocity	/fə*ro*si*tee/	243



NAME: \_\_\_\_\_

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## Chapter 32: “The Worst Thing to Say”

*Answer the following questions in complete sentences.*

1. From whose perspective is this chapter presented? What is the setting of this chapter?

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2. Identify a simile on page 241. How does its use suggest Virgil’s feelings at the moment?

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3. Why might the setting of this chapter and Virgil’s circumstances make him think about Pah?

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4. How is the word *inevitable* connected to the idea that “there are no coincidences”? Why is *inevitable* a word Kaori might use?

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5. Why is Virgil crying?

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6. What does Virgil think to himself that emphasizes his lonely feelings?

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7. Who is Virgil thinking of in this chapter? What do they have in common?

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NAME: \_\_\_\_\_

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8. What does Virgil think about Kaori in this moment? How does this contradict a thought he expressed earlier in the chapter?

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9. Who is “the Bull”? How do you know?

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10. What does Ruby San Salvador tell Virgil to do? What is his response?

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11. Why do you think Virgil is not motivated to continue yelling for help? How does the setting contribute to his lack of motivation? How does his body language convey his lack of motivation?

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12. According to Ruby, what are the three worst things Virgil should never tell himself?

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13. What is the impact of the series of short sentences at the top of page 248? Why do you think the author uses this literary device?

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NAME: \_\_\_\_\_

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14. What finally motivates Virgil to yell one last time?

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## Summary of Chapter 33: “Tanaka and Somerset,” Chapter 34: “Valencia,” Chapter 35: “V.S.,” and Chapter 36; “Maybe”

*In the space below, fill in details about setting, characters, and important events in Chapters 33–36.*

### Setting

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### Characters

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### Important Events

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[illegible]

NAME: \_\_\_\_\_

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## Morphology: Practice Affixes

*Use the information in the sentence to fill in the blank after the sentence.*

1. What word shares a root with *brief* and means to make briefer by taking away letters?

\_\_\_\_\_

2. If a tractor pulls things, what word means to pull something out of something?

\_\_\_\_\_

3. If *intrude* means to push in, then what word means to push out?

\_\_\_\_\_

4. What word has a root in common with *solution* and means the act of washing away, or cleaning oneself?

\_\_\_\_\_

5. If *accelerate* means to gain speed, then what word is based on the idea of running so fast you stand out from the crowd?

\_\_\_\_\_

6. The word *renal* means having to do with the kidneys. What would you call a gland that is near a kidney?

\_\_\_\_\_

7. If *cohere* means to stick together as a whole, what word would mean to stick to something?

\_\_\_\_\_

8. What word means placed right next to something?

\_\_\_\_\_

9. What word shares a root with *eject* and *projectile* and means deeply cast down?

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10. If *tend* means to move in a certain direction, then what would describe what you do when you hold out your arm to shake hands?

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9.5

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Informative Essay Rubric

	Exemplary	Strong	Developing	Beginning
<b>Introduction</b>	Connection between a personal experience and a theme from the novel is clearly stated.	Connection between a personal experience and a theme from the novel is stated.	Connection between a personal experience and a theme from the novel is weak.	Introduction is missing or does not draw a connection between personal experience and the novel.
	Introduction effectively grabs the reader.	Introduction somewhat grabs the reader.	Introduction does not grab the reader.	Opening paragraph does not constitute an introduction.
<b>Body</b>	All paragraphs support the interaction of the theme and a personal experience.	Most paragraphs support the interaction of the theme and a personal experience.	Some paragraphs support the interaction of the theme and a personal experience.	Paragraphs may not relate to the theme or a personal experience.
	Transitions are always used where required.	Transitions are used occasionally where required.	Transitions are used but not properly.	No transitions are used.
	Paragraphs use complete sentences, with a mix of sentence types.	Paragraphs use complete sentences but mostly simple sentences.	Paragraphs use occasional incomplete sentences or solely simply sentences.	Paragraphs use few or no complete sentences.



<b>Conclusion</b>	Conclusion clearly states an observation drawn from the connection of theme and personal experience.	Conclusion states an observation drawn from the connection of theme and personal experience.	Conclusion makes a weak or unclear connection to theme and personal experience.	Conclusion makes no observation at all, or makes an observation unrelated to either theme or personal experience
	Conclusion effectively sums up the main ideas built in the body text.	Conclusion reflects back to some ideas mentioned in the body text.	Conclusion reflects elements of the body text, but not a specific idea.	Conclusion is missing or does not reflect the body text.
<b>Structure</b>	Appropriate paragraph structure is always used.	Appropriate paragraph structure is usually used.	Appropriate paragraph structure is occasionally used.	Appropriate paragraph structure is rarely used.
	Effective transitions between sentences and paragraphs are used.	Adequate transitions between sentences and paragraphs are used.	Occasional transitions between sentences and paragraphs are used.	No transitions between sentences and paragraphs are used.
	Essay contains no extraneous paragraphs or sentences.	Essay contains some extraneous sentences but not extraneous paragraphs.	Essay contains some extraneous sentences and one or two paragraphs.	Essay contains many extraneous sentences and paragraphs.

*You may correct capitalization, punctuation, and grammar errors while you are revising. However, if you create a final copy of your writing to publish, you will use an editing checklist to address those types of mistakes after you revise.*

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Peer Review Checklist

*Complete this checklist as you read the draft of the informative essay written by a classmate.*

Author's Name: \_\_\_\_\_

Reviewer's Name: \_\_\_\_\_

\_\_\_\_\_ The informative essay clearly introduces a topic and develops it with supporting paragraphs.

\_\_\_\_\_ The informative essay's body paragraphs are all related and add to the topic that is introduced in the introduction.

\_\_\_\_\_ The informative essay presents ideas in a way that is clear, connected to the topic, and easy to understand.

\_\_\_\_\_ The informative essay contains appropriate transitions between sentences and paragraphs.

\_\_\_\_\_ The informative essay ends with a conclusion that sums up the important ideas and leaves the reader with a final important idea to think about.

*Use the checklist above to help you complete the Peer Feedback on the back of this Activity Page.*

**Peer Feedback #1:** Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select, and RESPOND with your feedback below.

**Writing Power:** What was the greatest strength of this draft? Why was it so powerful? How did it add to the draft as a whole?

**Writing Inspiration:** What aspect of this draft inspired you? What did you like about it? How can you incorporate it into your writing?

**Writing Innovation:** What part of the draft was most original? What made it so inventive? How can it be included in other writings?

**Feedback #1:**

**Peer Feedback #2:** Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select, and RESPOND with your feedback below.

**Building Stamina:** What information was missing from the draft? Where would more details strengthen the writing?

**Building Technique:** What aspect of this draft needs reworking? How would this revision strengthen the draft?

**Building Clarity:** What part of the draft was unclear? What can be adjusted to provide clarity in the draft?

**Feedback #2:**

## Vocabulary for Chapter 37: “Valencia” and Chapter 38: “Light”

### Chapter 37: “Valencia”

1. **vital, *adj.*** absolutely necessary (276)
2. **disturbingly, *adv.*** in a way that causes worry (277)
3. **heartfelt, *adj.*** sincere; deeply and strongly felt (277)
4. **deliberately, *adv.*** intentionally; on purpose (277)
5. **bound, *v.*** to walk or run with leaping strides (**bounds**) (279)
6. **canine, *n.*** another word for *dog* (279)
7. **remnant, *n.*** s small remaining piece of something (279)
8. **clog, *n.*** a blockage; something in the way (281)
9. **realization, *n.*** the act of becoming aware of or understanding something (281)
10. **swamp, *v.*** to fill quickly (**swamps**) (281)

### Chapter 38: “Light”

11. **silhouette, *n.*** a dark shape or outline of something, as if in shadows (285)
12. **regard, *v.*** to pay attention to; to look at attentively (**regarded**) (286)
13. **overcome, *v.*** to overwhelm or overpower (**was overcome**) (286)
14. **murmur, *v.*** to speak softly (**murmured**) (287)

Word	Pronunciation	Page
deliberately	/də*lib*er*ət*lee/	277
canine	/kæ*nien/	279
remnants	/rem*nənts/	279
silhouette	/si*lə*wet/	285

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## Summary of Chapter 39: “Valencia” and Chapter 40: “There’s No Hope for You, Virgil Salinas”

*In the space below, fill in details about setting, characters, and important events in Chapters 39–40.*

### Setting

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### Characters

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### Important Events

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[illegible]

NAME: \_\_\_\_\_

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## Practice Spelling Words

*Fill in the missing words in the story from the list below.*

exterior	transmission	transportation	abnormal
cumulative	extramural	abolish	circumvention
transparent	abstain	advocate	extraterrestrial

### My Two Best Friends

My two best friends are unusual. One is an

\_\_\_\_\_ from a planet near Proxima

A. He doesn't appear \_\_\_\_\_

in any way, except that he has a tail. He says that is only his

\_\_\_\_\_ tail, because he has one

on the inside of his body as well. Not surprisingly, his favorite mode of

\_\_\_\_\_ is spaceship. We have lunch

together sometimes, but he always \_\_\_\_\_

because Earth food doesn't agree with him. He uses gamma ray

\_\_\_\_\_ to send messages to his home world.

My other best friend is a ghost. She is

\_\_\_\_\_ but not completely,

because then you wouldn't be able to see her at all. She enjoys

\_\_\_\_\_ sports with ghosts from other

schools. She will \_\_\_\_\_ for less fortunate

ghosts and would like to \_\_\_\_\_

the term "ghostbusters." She says it's offensive. Ghosts are not allowed at



our school, but she attends anyway, and so far she has gotten away with this \_\_\_\_\_ of the rules. But the \_\_\_\_\_ effect of her many sudden appearances in the hallway is a very nervous student body.

NAME: \_\_\_\_\_

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## Informative Essay Editing Checklist

Informative Essay Editing Checklist	After reviewing for each type of edit, place a check mark here.
<b>Format</b>	
<ul style="list-style-type: none"> <li>• I have titled my writing.</li> <li>• I have included the proper heading, including my name, my teacher's name, the class title, and the date.</li> <li>• My essay begins with an introduction that introduces my topic.</li> <li>• I have included body paragraphs that develop the ideas in my introduction.</li> <li>• I have inserted paragraph breaks whenever there is a change in scene, time, idea, or speaker.</li> <li>• My essay ends with a conclusion that wraps up the big ideas I want readers to remember.</li> </ul>	
<b>Grammar</b>	
<ul style="list-style-type: none"> <li>• I have used complete sentences.</li> <li>• I have used transitional words between sentences and paragraphs.</li> <li>• I have used a variety of sentence types, including the use of phrases and clauses.</li> </ul>	
<b>Spelling</b>	
<ul style="list-style-type: none"> <li>• I have correctly spelled words when adding the affixes <i>ab</i>, <i>ad</i>, <i>circum</i>, <i>cum</i>, <i>ex</i>, <i>extra</i>, <i>trans</i> to root words.</li> <li>• I have correctly spelled content words from <i>Hello</i>, <i>Universe</i>.</li> </ul>	

<b>Punctuation</b>	
<ul style="list-style-type: none"> <li>I have employed end marks (periods, question marks, exclamation points), commas, and quotation marks to the best of my ability.</li> </ul>	

## Vocabulary for Chapter 41: “The Tiger of Elm Street, Part II” and Chapter 42: “Messages”

### Chapter 41: “The Tiger of Elm Street, Part II”

1. **practically, *adv.*** almost; virtually (300)
2. **sear, *v.*** to burn (**seared**) (300)
3. **shuffle, *v.*** to walk by dragging one’s feet along the ground (301)
4. **tremor, *n.*** a trembling movement (301)
5. **uncertain, *adj.*** unsure; lacking confidence (301)
6. **unkempt, *adj.*** untidy; sloppy (302)
7. **assess, *v.*** to evaluate something (**assessed**) (302)
8. **chisel, *v.*** to cut something out (**chiseled**) (303)
9. **plush, *adj.*** luxurious; extravagant (304)

### Chapter 41: “Messages”

10. **conversation, *n.*** an informal talk between two or more people (307)

Word	Pronunciation	Page
Naku	/na* <u>koo</u> /	302
unkempt	/ən*kempt/	302



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## Themes in *Hello, Universe*

*Fill in the graphic organizer based on your reading of the story.*

What is an important theme in *Hello, Universe*?

What examples from the story support the theme?

Write a paragraph explaining how the theme is developed.



NAME: \_\_\_\_\_

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## Spelling Assessment

*Write the spelling words as your teacher calls them out.*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_



[illegible]

## Unit Assessment—*Hello, Universe*

*Today you will read two selections. After reading the first selection, you will answer several questions based on it. Then, you will read the second selection and answer several questions based on it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.*

### “The Battle of the Crabs: A Filipino Folktale” *Visayan*

1. One day the land crabs had a meeting and one of them said:
2. “What shall we do with the waves? They sing so loudly all the time that we cannot possibly sleep.”
3. “Well,” answered one of the oldest of the crabs, “I think we should make war on them.”
4. The others agreed to this, and it was decided that the next day all the male crabs should get ready to fight the waves. They started for the sea, as agreed, when they met a shrimp.
5. “Where are you going, my friends?” asked the shrimp.
6. “We are going to fight the waves,” answered the crabs, “for they make so much noise at night that we cannot sleep.”
7. “I do not think you will succeed,” said the shrimp, “for the waves are very strong and your legs are so weak that even your bodies bend almost to the ground when you walk.” Wherewith he laughed loudly.
8. This made the crabs very angry, and they pinched the shrimp until he promised to help them win the battle.

9. Then they all went to the shore. But the crabs noticed that the eyes of the shrimp were set unlike their own, so they thought his must be wrong and they laughed at him and said, “Friend shrimp, your face is turned the wrong way. What weapon have you to fight with the waves?”
10. “My weapon is a spear on my head,” replied the shrimp, and just then he saw a big wave coming and ran away. The crabs did not see it, however, for they were all looking toward the shore, and they were covered with water and drowned.
11. By and by the wives of the crabs became worried because their husbands did not return, and they went down to the shore to see if they could help in the battle. No sooner had they reached the water, however, than the waves rushed over them and washed them away.
12. Some time after this, thousands of little crabs appeared near the shore, and the shrimp often visited them and told them of the sad fate of their parents. Even today these little crabs can be seen on the shore, continually running back and forth. They seem to rush down to fight the waves, and then, as their courage fails, they run back to the land where their forefathers lived. They neither live on dry land, as their ancestors did, nor in the sea where the other crabs are, but on the beach where the waves wash over them at high tide and try to dash them to pieces.

## Questions

1. What is the setting for this story?
  - A. a riverbank
  - B. an oceanfront beach
  - C. an undersea cavern
  - D. a coral reef
2. Part A: Read the following sentences from paragraph 2.

“What shall we do with the waves? They sing so loudly all the time that we cannot possibly sleep.”

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Why do the crabs want to fight the waves?

- A. The waves are so noisy the crabs cannot rest.
- B. The waves keep pushing the crabs back onto the beach.
- C. The waves had drowned many of the crabs' friends.
- D. The waves are too cold for the crabs to swim in.

Part B: Which kind of figurative language is used in paragraph 2?

- A. simile
- B. hyperbole
- C. personification
- D. metaphor

3. Why do the crabs become angry with the shrimp?

- A. He refuses to fight with them in their battle against the waves.
- B. His strange appearance confuses and frightens them.
- C. He tells them they are not strong enough to defeat the waves.
- D. His loyalty is to the waves, not to the crabs.

4. Part A: How is the shrimp different from the crabs? Circle two answers.

- A. He does not have legs.
- B. He is not able to swim.
- C. His eyes are set differently than the crabs'.
- D. He does not have pinchers.

Part B: Explain how the shrimp avoids the fate of the crabs.

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5. Read paragraph 11 from the story.

By and by the wives of the crabs became worried because their husbands did not return, and they went down to the shore to see if they could help in the battle. No sooner had they reached the water, however, than the waves rushed over them and washed them away.

Which statement is best supported by paragraph 11?

- A. The wives of the crabs are impulsive and unwise.
  - B. The wives of the crabs are lonely and miss their husbands.
  - C. The wives of the crabs become annoyed when their husbands do not come home.
  - D. The wives of the crabs are more cautious than their husbands.
6. Read the following sentence from paragraph 12.

They neither live on dry land, as their ancestors did, nor in the sea where the other crabs are, but on the beach where the waves wash over them at high tide and try to dash them to pieces.

What is the meaning of the word *dash* in this sentence?

- A. to cause to lose courage
- B. to break or smash
- C. to treat carefully
- D. to run or move quickly

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7. Which of the following is a theme of “The Battle of the Crabs”?
- A. It is important to keep your promises.
  - B. Always stand up for what you believe in.
  - C. Do not be too proud to ask for help.
  - D. It is foolish to fight battles you cannot win.



***Little Women***  
**From “Playing Pilgrims”**

*Note: This is an excerpt from a story that takes place during the Civil War. It follows a family of four girls and their mother after their father has gone to fight in the war.*

1. “Poor Jo! It’s too bad, but it can’t be helped. So you must try to be contented with making your name boyish, and playing brother to us girls,” said Beth, stroking the rough head with a hand that all the dish washing and dusting in the world could not make ungente in its touch.
2. “As for you, Amy,” continued Meg, “you are altogether too particular and prim. Your airs are funny now, but you’ll grow up an affected little goose, if you don’t take care. I like your nice manners and refined ways of speaking, when you don’t try to be elegant. But your absurd words are as bad as Jo’s slang.”
3. “If Jo is a tomboy and Amy a goose, what am I, please?” asked Beth, ready to share the lecture.
4. “You’re a dear, and nothing else,” answered Meg warmly, and no one contradicted her, for the ‘Mouse’ was the pet of the family.
5. As young readers like to know ‘how people look’, we will take this moment to give them a little sketch of the four sisters, who sat knitting away in the twilight, while the December snow fell quietly without, and the fire crackled cheerfully within. It was a comfortable room, though the carpet was faded and the furniture very plain, for a good picture or two hung on the walls, books filled the recesses, chrysanthemums and Christmas roses bloomed in the windows, and a pleasant atmosphere of home peace pervaded it.
6. Margaret, the eldest of the four, was sixteen, and very pretty, being plump and fair, with large eyes, plenty of soft brown hair, a sweet mouth, and white hands, of which she was rather vain. Fifteen-year-old Jo was very tall, thin, and brown, and reminded one of a colt, for she never seemed to know what to do with her long limbs, which were very much in her way. She had a decided mouth, a comical nose, and sharp, gray eyes, which appeared to see everything, and were by turns fierce, funny, or thoughtful. Her long, thick hair was her one beauty, but it was usually bundled into a net, to be



out of her way. Round shoulders had Jo, big hands and feet, a flyaway look to her clothes, and the uncomfortable appearance of a girl who was rapidly shooting up into a woman and didn't like it. Elizabeth, or Beth, as everyone called her, was a rosy, smooth-haired, bright-eyed girl of thirteen, with a shy manner, a timid voice, and a peaceful expression which was seldom disturbed. Her father called her 'Little Miss Tranquility'<sup>1</sup>, and the name suited her excellently, for she seemed to live in a happy world of her own, only venturing out to meet the few whom she trusted and loved. Amy, though the youngest, was a most important person, in her own opinion at least. A regular snow maiden, with blue eyes, and yellow hair curling on her shoulders, pale and slender, and always carrying herself like a young lady mindful of her manners. What the characters of the four sisters were we will leave to be found out.

7. The clock struck six and, having swept up the hearth, Beth put a pair of slippers down to warm. Somehow the sight of the old shoes had a good effect upon the girls, for Mother was coming, and everyone brightened to welcome her. Meg stopped lecturing, and lighted the lamp, Amy got out of the easy chair without being asked, and Jo forgot how tired she was as she sat up to hold the slippers nearer to the blaze.
8. "They are quite worn out. Marmee<sup>2</sup> must have a new pair."
9. "I thought I'd get her some with my dollar," said Beth.
10. "No, I shall!" cried Amy.
11. "I'm the oldest," began Meg, but Jo cut in with a decided, "I'm the man of the family now Papa is away, and I shall provide the slippers, for he told me to take special care of Mother while he was gone."
12. "I'll tell you what we'll do," said Beth, "let's each get her something for Christmas, and not get anything for ourselves."
13. "That's like you, dear! What will we get?" exclaimed Jo.
14. Everyone thought soberly for a minute, then Meg announced, as if the idea was suggested by the sight of her own pretty hands, "I shall give her a nice pair of gloves."
15. "Army shoes, best to be had," cried Jo.

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16. “Some handkerchiefs, all hemmed,” said Beth.
17. “I’ll get a little bottle of cologne. She likes it, and it won’t cost much, so I’ll have some left to buy my pencils,” added Amy.
18. “How will we give the things?” asked Meg.
19. “Put them on the table, and bring her in and see her open the bundles. Don’t you remember how we used to do on our birthdays?” answered Jo.
20. “I used to be so frightened when it was my turn to sit in the chair with the crown on, and see you all come marching round to give the presents, with a kiss. I liked the things and the kisses, but it was dreadful to have you sit looking at me while I opened the bundles,” said Beth, who was toasting her face and the bread for tea at the same time.
21. “Let Marmee think we are getting things for ourselves, and then surprise her. We must go shopping tomorrow afternoon, Meg. There is so much to do about the play for Christmas night,” said Jo, marching up and down, with her hands behind her back, and her nose in the air.

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<sup>1</sup>*Tranquility* means a state of peace and quiet.

<sup>2</sup>“Marmee” is the name the four girls call their mother.

## Questions

8. From what point of view is this passage told?

- A. first-person past tense
- B. third-person past tense
- C. first-person present tense
- D. third-person present tense

9. Read paragraph 2.

“As for you, Amy,” continued Meg, “you are altogether too particular and prim. Your airs are funny now, but you’ll grow up an affected little goose, if you don’t take care. I like your nice manners and refined ways of speaking, when you don’t try to be elegant. But your absurd words are as bad as Jo’s slang.”

Part A: Underline the metaphor in this passage. Circle the word that means silly or ridiculous.

Part B: Based on this passage, how would Meg describe Amy’s identity?

- A. loud and boisterous
- B. stubborn and bossy
- C. fussy and dainty
- D. charming and cheerful

10. Part A: What is the best description of the family’s living situation?

- A. somewhat poor but secure
- B. completely impoverished
- C. solidly middle class
- D. extremely wealthy

NAME: \_\_\_\_\_

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Part B: Read paragraph 5, and underline the text that gives you the answer.

“Poor Jo! It’s too bad, but it can’t be helped. So you must try to be contented with making your name boyish, and playing brother to us girls,” said Beth, stroking the rough head with a hand that all the dish washing and dusting in the world could not make ungentle in its touch.

11. What clues does the author give in this passage to suggest that Jo struggles with traditional roles expected of girls and women in the 1800s?

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12. What time of year does this scene take place? How does this drive the plot?

- A. It is winter, and the girls all want to buy warmer clothes for themselves.
- B. It is nearing Thanksgiving, and the girls want to surprise their mother with a meal.
- C. It is Christmastime, and the girls are trying to think of gifts to give their mother.
- D. It is late fall, and the girls are looking forward to their mother’s upcoming birthday.



DATE: \_\_\_\_\_

## ASSESSMENT

Write a short answer that describes how you relate to one of the characters in “The Battle of the Crabs” or *Little Women*. Include a description of the character’s traits. Use information from the texts to support your answer. Use at least three of the following sentence types: simple, compound, complex, compound-complex. Check and correct any errors in grammar, spelling, and punctuation.

[illegible]

Writing Prompt Score: \_\_\_\_\_ of 4 points.

NAME: \_\_\_\_\_

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## Grammar

*Combine each pair of sentences into a single sentence of the type indicated. Use the words in parentheses as a link. Make any necessary changes in punctuation, spelling, and wording.*

1. I had always wanted to live in a lighthouse. Last year I finally got the chance. (and)

Compound: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. My older cousin told me. He had taken a summer job as a lighthouse keeper. (that)

Complex: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. I asked my parents. They said fine. I made a plan to stay there for a week. (when, so)

Compound-complex: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. My cousin was keeping a lighthouse. It was located on the east coast in Maine. (that)

Complex: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



5. The owner was the great-granddaughter of the original builder of the lighthouse. The owner let my cousin live there in return for maintaining it. (who)

Complex: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. I finally arrived for my visit. I was amazed at how tall the lighthouse was. (when)

Complex: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. I was sitting on my bed in my third-floor room. I could see the ocean stretching all the way to the horizon.

Simple: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. The sunlight was reflected off the waves. The sunlight glittered brightly.

Simple: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. I used the desk to write letters home. The desk was in my room.

Simple: \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

10. John came by every day to have a cup of tea and chat with us. John was my cousin's nearest neighbor.

Simple: \_\_\_\_\_

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11. We had to polish the big lens for the light. John showed us how.

Simple: \_\_\_\_\_

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12. I was taking care of a lighthouse. It might just be the right career choice for me. (and)

Compound: \_\_\_\_\_

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*Grammar Score: \_\_\_\_\_ of 12 points.*



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Morphology

*Match each word from the list below to its meaning.*

transmission	transportation	transparent	cumulative	circumlocution
express	abolish	advocate	exterior	circumnavigate
extraterrestrial	circumvention	extrafamilial	cumulus	extramural

1. \_\_\_\_\_

Puffy low-altitude type of cloud

2. \_\_\_\_\_

The act of sending something from one place to another

3. \_\_\_\_\_

The act of carrying something from one place to another.

4. \_\_\_\_\_

A roundabout way of saying something

5. \_\_\_\_\_

To go around something in a complete circle

6. \_\_\_\_\_

Able to be seen through

7. \_\_\_\_\_

Located on the outside

8. \_\_\_\_\_

Outside the family

9. \_\_\_\_\_

To speak up for

10. \_\_\_\_\_

To do away with

11. \_\_\_\_\_

To give voice to something

12. \_\_\_\_\_

A school other than one's own

13. \_\_\_\_\_

The act of going around a rule or law

14. \_\_\_\_\_

Having to do with a sum total

15. \_\_\_\_\_

Not of this world

<i>Morphology Score: _____ of 15 points.</i>
<i>Total Score for Unit Assessment: _____ of 45 points.</i>

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Unit Feedback Survey

### Unit 1: Contemporary Literature/Novel: *Hello, Universe*

*Please use a scale of 1–5, with 1 being “Not at All,” 3 being “OK,” and 5 being “Very Much.” Circle the number that best describes your opinion. Then answer the remaining questions.*

How much did you like reading the book *Hello, Universe*?

1

2

3

4

5

What, if anything, did you like about the book?

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What, if anything, did you not like about the book?

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Were you able to read and understand most of the book on your own, or did you have difficulty?

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Would you recommend this book to your friends or other students?      YES      NO

In your opinion, how well did your teacher teach this unit?

1

2

3

4

5

What kinds of activities did you like best?

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What kind of activities did you like least?

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What could your teacher have done differently in teaching the unit to improve your experience with this unit?

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NAME: \_\_\_\_\_

**PP.1**

ASSESSMENT

DATE: \_\_\_\_\_

## Mid-Unit Comprehension Check—*Hello, Universe*

*Match the character with the correct description.*

- |                  |  |
|------------------|--|
| ____ 1. Valencia | a. shy middle schooler with pet guinea pig |
| ____ 2. Kaori    | b. independent but lonely nature lover     |
| ____ 3. Lola     | c. Kaori's inquisitive little sister       |
| ____ 4. Virgil   | d. the neighborhood bully                  |
| ____ 5. Chet     | e. Virgil's grandmother and kindred spirit |
| ____ 6. Gen      | f. tells fortunes and reads the stars      |

*Answer the following questions about Hello, Universe.*

7. Where is Virgil's family from?
  - A. the Philippines
  - B. Japan
  - C. China
  - D. Hawaii
  
8. Which character's chapters are written from the first-person point of view?
  - A. Chet's
  - B. Virgil's
  - C. Valencia's
  - D. Kaori's



9. Briefly describe how Virgil is treated by his parents and brothers. How is this different from the way Lola treats him?

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10. What are two things Virgil and Valencia have in common? What is one way they are different?

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11. What is Virgil's "Grand Failure"?

- A. He wants to play basketball with Chet but feels he isn't good enough.
- B. He wants to tell Kaori he has a crush on her but is afraid she will laugh at him.
- C. He wants to talk to Valencia but is too shy to speak to her.
- D. He cannot bring himself to tell his parents to stop calling him Turtle.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

12. Which words best describe Kaori?

- A. silly and funny
- B. timid and quiet
- C. sad and angry
- D. self-assured and serious

13. How is Chet like his father?

- A. His father has little interest in sports and prefers reading.
- B. His father bullies and belittles people he considers weak.
- C. His father has a fine sense of humor and loves telling jokes.
- D. His father works hard and succeeds in most activities.

14. Why does Valencia make an appointment to see Kaori?

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Read the following excerpt from page 69 of *Hello, Universe* to answer the following questions.

I slip the phone back into my pocket and walk toward the other end of the store to search for my mother. Along the way I see this scrunchy-faced boy from school. I think his name is Chet. The reason I know this is because Mr. Piper likes to write names on the board when kids act up, which is totally juvenile, but sometimes teachers treat us like we're seven years old. Teachers and parents have a lot in common.

15. Who is the narrator of this passage?

- A. Valencia
- B. Kaori
- C. Lola
- D. Virgil

16. What does the word *juvenile* mean?

- A. funny
- B. hurtful
- C. strange
- D. immature

17. What do we learn about Chet from this passage? What do we learn about Valencia?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

*Read the following excerpt from page 101 of Hello, Universe to answer the following questions.*

“The stars tell us everything. It’s fate, Gen. Fate in the stars. There are no coincidences.”

Gen squinted at the chart. “Is my fate in there?”

“Sure. Your fate is to help me figure out what to do.”

“I thought Virgil was just gonna bring us some rocks and we were gonna do some abracadabra stuff.”

“Stones, not rocks.”

“That’s the same thing.”

“Not really.”

18. Which character speaks the first line in this passage?
- A. Chet
  - B. Valencia
  - C. Lola
  - D. Kaori
19. What does Kaori mean when she says, “There are no coincidences”?
- A. She means she understands why Virgil is lonely.
  - B. She means that everything happens for a reason.
  - C. She means that some things in life cannot be explained.
  - D. She means that people have no control over their actions.

20. What is Kaori’s attitude toward herself in this passage? What is her attitude toward Gen? What is Gen’s attitude toward Kaori?

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21. To what is Gen referring when she says, “I thought Virgil was just gonna bring us some rocks and we were gonna do some abracadabra stuff”? How does this help move the story along in an important way?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

22. Why was Chet in the woods at the same time as Virgil?

- A. He spent most Saturday mornings in the woods making observations about plants and animals.
- B. He was taking a shortcut through the woods that morning on his way to basketball practice.
- C. He wanted to capture a snake with his bare hands to win praise and approval from his dad.
- D. He knew Virgil would be in the woods on Saturday morning and planned to attack him.

23. Whom does Virgil take along with him as he searches for stones in the woods on Saturday morning? How does this set up a major conflict in the story?

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Read the following excerpt from page 121 of *Hello, Universe* to answer the following questions.

Virgil’s heart thundered in his ears. A tight knot collected in his chest and rose, rose, rose until it pushed its way to his eyes, which pooled with tears.

“Gulliver?” he said.

The inky blackness gaped up at him, like the throat of a hungry beast. It smelled musty and dank and deathly. But Gulliver was down there. He couldn’t leave Gulliver—not for a second.

24. Describe the setting of this passage. What is Virgil doing, and why? How does the figurative language in this passage help you understand Virgil’s feelings?
- 
- 
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- 
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25. This passage contains the words “The inky blackness gaped up at him.” What kind of figurative language is this?
- A. simile
  - B. personification
  - C. hyperbole
  - D. metaphor

*Mid-Unit Assessment Score: \_\_\_\_\_ of 25 points.*

## End-of-Unit Comprehension Check—*Hello, Universe*

*Answer the following questions about Hello, Universe.*

1. What unusual thing does Valencia notice in the woods on her way to Kaori's?
  - A. She comes upon an old stray dog she names Sacred.
  - B. She notices that the lid has been moved from the old well.
  - C. She finds a snakeskin lying in a big pile of leaves.
  - D. She sees a squirrel burying acorns under a pine tree.

*Read the following excerpt from pages 157–158 of Hello, Universe to answer the following questions.*

The darkness had teeth that snapped and clenched, and here was Virgil, sitting at the bottom of its throat. He couldn't even see his hand in front of his face. There wasn't a sliver of light anywhere. Not a single pinprick.

"The Bull wants to kill me," he said.

He never would have believed it, not truly—but what other explanation could there be? His cries for help had traveled through the trees and landed on the Bull's waxy ears, just like he'd predicted. Virgil had shielded Gulliver when the stones fell. Then the light went away. The Bull wanted to taunt them, then kill him. It was the only logical explanation. Who else would do such a thing?



2. Briefly describe the events that occur just before this scene. What is the setting of this scene?

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3. Identify the figurative language in this passage. How does it help you understand Virgil's feelings? What does the darkness symbolize?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

4. Why didn't Valencia rescue Virgil when she found the well uncovered?

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5. How do Kaori and Gen treat Valencia differently from how she is used to being treated?

- A. They make no effort to speak slowly so Valencia can understand what they are saying.
- B. They are not bothered by the fact that Valencia is deaf and treat her like a typical girl.
- C. They become angry when Valencia does not immediately accept Kaori's interpretation of her dream.
- D. They are not impressed by Valencia's knowledge of nature and her independent personality.

*Read the following excerpt from page 187 of Hello, Universe to answer the following questions.*

She closed her eyes and pictured Renee standing in that field all by herself.

"You're scared," said Kaori. "You're afraid of being alone."

When she opened her eyes, Renee's face was knotted like she'd just eaten something sour.

"I'm not *scared*," she said, like it was a bitter word she needed to spit out. "I *like* being alone. It's easier that way."

6. To whom is Kaori speaking in this passage? How do you know?

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7. How is this passage related to one of the major themes of *Hello, Universe*?

[illegible]

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

*Read the following excerpt from page 206 of Hello, Universe to answer the following questions.*

Forty-eight hours ago I was just a regular girl observing wildlife. Now I'm walking with a psychic to the house of a boy I don't know so I can find out if he's missing or not. Life is funny, isn't it?

8. Which theme of *Hello, Universe* is this passage most closely connected to?
- A. Family ties are more important than friendships.
  - B. Kindness is the best quality one can have.
  - C. There are no coincidences; some things are meant to be.
  - D. It is important to accept people as they are.
9. Which major character is **not** referred to in this passage?
- A. Virgil
  - B. Chet
  - C. Kaori
  - D. Valencia

*Read the following excerpt from page 219 of Hello, Universe to answer the following questions.*

He imagined just how it would go: him tying the knot on the pillowcase with the snake wriggling inside, then carrying the sack home like a triumphant bounty hunter. He would insist on keeping it as a pet, and once it was coiled inside its tank, he would call Davies right over and show him what he'd done with his bare hands. And that's exactly what he'd say, too.

10. From whose point of view is this passage narrated?
- A. Chet's
  - B. Virgil's

- C. Gen's
- D. Kaori's

11. What does the word *triumphant* mean?

- A. nervous
- B. victorious
- C. enthusiastic
- D. joyful

12. What does this passage reveal about Chet?

- A. He is very brave and strong.
- B. He wants to have his very own pet.
- C. He loves being in the woods with nature.
- D. He is hungry for praise and attention.

13. Why does Virgil think of Pah so often while he is trapped in the well?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

14. Why does Virgil eventually stop crying out for help? How does the setting contribute to his lack of motivation? What finally motivates him to cry for help one last time?

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*Read the following excerpt from pages 281–282 of Hello, Universe to answer the following questions.*

So Chet was in the woods at the same time as Virgil. Chet, who never let me pass him at school without some idiotic gesture. Chet, who made fun of David Kistler every day in science class. Chet, who was a bully.

Then I remember the little collection of stones I'd found that morning. Something Gen had said earlier echoes in my head. *"Like the five stones you told Virgil to get?"*

And I'd thrown them down the well, one by one.

*"I wrung its neck and tossed the body down that old well."*

15. From which character's point of view is this passage?

- A. Virgil's
- B. Valencia's
- C. Kaori's
- D. Gen's

16. How does this passage lead to a resolution of a major conflict in *Hello, Universe*?
- A. It helps the girls understand that Chet needs friends just as much as everyone else does.
  - B. It shows Kaori that she needs to consult her star chart in order to find Virgil.
  - C. It helps Valencia realize that Virgil was bullied by Chet in the woods and is trapped in the well.
  - D. It makes Gen remember that Virgil was in the woods that morning and is probably lost there.

17. How has Virgil changed by the end of the story? Give at least two specific examples.

[illegible]

*End-of-Unit Assessment Score: \_\_\_\_\_ of 17 points.*

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Grammar: Sentence Types

*Identify each sentence as simple, compound, complex, or compound-complex.*

1. Some people like to meditate while sitting with their eyes closed, but I like to meditate while hiking.

\_\_\_\_\_

2. One of my favorite places to hike is along the beach at Colorado Point in Aruba.

\_\_\_\_\_

3. The waves always make a loud sound crashing on the rocks because it is always very windy there.

\_\_\_\_\_

4. The trade wind blows constantly in the same direction, causing divi-divi trees to grow horizontally from their trunks.

\_\_\_\_\_

5. The lighthouse, which is no longer in use, does not have a light, but it is a wonderful place to get a good view.

\_\_\_\_\_

6. You can see the ocean all the way to the horizon and, if you look in the right direction, you can just barely make out mountains in Venezuela.

\_\_\_\_\_

7. The sky seems like a big mirror reflecting the blue water, and the clouds are like whitecaps.

\_\_\_\_\_

8. Somehow the crashing of the water and the screaming of the seagulls makes the silence seem all that much deeper.

\_\_\_\_\_





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## **Morphology: Greek and Latin Roots and Prefixes**

*Complete the sentences to identify the meaning of each word root or prefix. Then write one word that uses that root or prefix.*

1. The word root *circum* means

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2. The word root *cum* means

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3. The word root *extra* means

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4. The word root *trans* means

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5. The prefix *ab-* means

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6. The prefix *ad-* means

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7. The prefix *ex-* means

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NAME: \_\_\_\_\_

**E.1**

ENRICHMENT

DATE: \_\_\_\_\_

## Character Symbols

*Use the space below to create new symbols for each of the four main characters in Hello, Universe and explain their meaning. Then create a symbol for yourself, and write a sentence or two explaining the symbols you have created.*



NAME: \_\_\_\_\_

**E.2**

ENRICHMENT

DATE: \_\_\_\_\_

## Ten Things Deaf People Want Hearing People to Know

*Use this worksheet to record a list of at least ten important things that deaf people (like Valencia from Hello, Universe) want hearing people to know.*

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. 

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7. 

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8. 

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9. 

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10. 

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DATE: \_\_\_\_\_

# History of Astrology

*Use this worksheet to record the sources you used to create your presentation about the history of astrology.*

[illegible]



[illegible]

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Anti-Bullying Comic

*Use the boxes below to create an anti-bullying comic strip based on your research. Include pictures and text. Use as many boxes as you need. Copy this page if you need to add boxes.*

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NAME: \_\_\_\_\_

**E.5**

ENRICHMENT

DATE: \_\_\_\_\_

## Epilogue Planner for *Hello, Universe*

*Use this worksheet to plan an epilogue for Hello, Universe. Then write your three- or four-paragraph epilogue.*

**Perspective** (Who is relating the epilogue?):

\_\_\_\_\_

**Time** (When does the epilogue take place?):

\_\_\_\_\_

**Setting** (Where does the epilogue occur, and what is life like there?):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Events** (What has occurred since the end of the story?):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Development** (What are some important changes that have occurred with the character(s)?):

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**Relationships** (Have any relationships between the characters developed or changed?):

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Student Resources

In this section you will find:

- SR.1—Glossary for *Hello, Universe*
- SR.2—The Writing Process
- SR.3—Proofreading Symbols



## Glossary for *Hello, Universe*

### A

**abandon, v.** to give up on completely (**abandoning**)

**abracadabra, excl.** a word said by magicians when performing a magic trick

**adrenaline, n.** a substance released into the body of a person who is feeling a strong emotion such as fear that enables one to respond quickly

**anvil, n.** a heavy iron block

**anxious, adj.** worried or nervous

**appetizer, n.** a part of a meal served before the main course

**assess, v.** to evaluate something (**assessed**)

### B

**banish, v.** to get rid of

**bellow, v.** to make a loud noise (**bellowed**)

**blot out, v.** to cover or hide (**blotted out**)

**bound, v.** to walk or run with leaping strides (**bounds**)

**bounty hunter, n.** someone who hunts and catches something (such as wild animals or criminals) to collect a reward

### C

**cackling, adj.** laughing in a loud or harsh way

**canine, n.** another word for *dog*

**cathedral, n.** an important, large church; often characterized by large stained glass windows, spires, pillars, and arches

**chisel, v.** to cut something out (**chiseled**)

**civilization, n.** the comforts and conveniences of modern life

**clench, v.** to close or squeeze together tightly (**clenched**)

**clever, adj.** intelligent; resourceful

**clog, n.** a blockage; something in the way

**clutch, v.** to hold onto tightly (**clutched**)

**coincidence, n.** something that happens and is not planned but may seem as if it were

**compliment, v.** to praise or admire (**complimented**)

**concentrate, v.** to focus one's attention on something

**consider, v.** to look at attentively; to think about carefully (**considers**)

**constellation, n.** a group of stars that form a perceived pattern or outline

**conversation, n.** an informal talk between two or more people

**conveyor belt, n.** a continuously moving band or wide belt that moves objects from one place to another

**craft, v.** to create something with exceptional skill (**crafted**)

**crane, v.** to stretch

### D

**dangle, v.** to hang or swing loosely (**dangled**)

**dart, v.** to move quickly (**darted**)

**debilitating, adj.** causing weakness or exhaustion



**defective, *adj.*** damaged  
**deflated, *adj.*** having been emptied of air  
**deliberately, *adv.*** intentionally; on purpose  
**delicate, *adj.*** difficult to handle  
**dense, *adj.*** thick; impenetrable  
**descent, *n.*** the action of moving downward  
**destiny, *n.*** fate; events that will happen to a person in the future  
**distant, *adj.*** far away  
**distinct, *adj.*** recognizable; easy to perceive  
**disturbingly, *adv.*** in a way that causes worry  
**document, *v.*** to record in detail  
**dribble, *v.*** to drip slowly (**dribbled**)

## E

**enigma, *n.*** a puzzle; a mystery  
**exchange, *v.*** to trade one thing for another  
**exchanged**  
**expression, *n.*** a phrase or saying

## F

**fail-safe, *n.*** something that returns a situation to a safe state in case of failure or malfunction  
**ferocity, *n.*** fierceness, fury  
**flutter, *v.*** to move back and forth quickly (**fluttered**)  
**focus, *n.*** the center of interest or activity  
**follicle, *n.*** a small sac in the skin containing the root of a hair  
**footnote, *n.*** something that is additional or less important  
**frantically, *adv.*** in an uncontrolled way

**fruitless, *adj.*** pointless; unproductive  
**fumbly, *adj.*** in a clumsy way

## G

**gape, *v.*** to stare in amazement or wonder (**gaped**)  
**gash, *n.*** a deep, long cut or wound  
**gazillion, *n.*** a very large, unspecified number  
**generation, *n.*** a group of family members living in the same time period  
**glare, *v.*** to stare in an angry way  
**glory, *n.*** a state of high honor, especially won by a notable achievement  
**goof off, *v.*** to waste time; to avoid work (**goofing off**)  
**guarantee, *v.*** to promise or assure  
**guinea pig, *n.*** a small, tailless rodent often kept as a pet; a person or thing used as a subject in an experiment  
**gusto, *n.*** enthusiastic enjoyment

## H

**haunt, *v.*** to be a regular or frequent visitor to a certain place (**haunted**)  
**heartfelt, *adj.*** sincere; deeply and strongly felt  
**hesitate, *v.*** to pause before doing something, often out of concern or worry (**hesitated**)  
**hex, *n.*** a curse; a magic spell  
**hoarse, *adj.*** deep and harsh sounding; rough or raspy  
**hurdle, *n.*** obstacle or difficulty; upright frame over which competitors in a race must jump (**hurdles**)  
**hyperventilate, *v.*** to breathe hard and fast, often due to strong emotion (**hyperventilating**)

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## I

**incense, n.** a substance that produces a sweet odor when burned

**inevitable, adj.** certain to happen; unavoidable

**interpretation, n.** an explanation of the meaning of something

**intimidate, v.** to frighten or overwhelm; to make timid (**intimidates**)

## J

**jittery, adj.** tense; nervous

**juvenile, adj.** immature or childish

## K

**kindred, adj.** similar in quality or nature

**kinship, n.** a family relationship or other very close connection with another

**knotted, adj.** twisted

## L

**logical, adj.** reasonable, sensible

**lumber, v.** to move clumsily or slowly

## M

**mangy, adj.** dirty, crusty; affected with mange

**manipulate, v.** to handle or control something

**mature, adj.** fully developed; grown-up

**melodramatic, adj.** exaggerated; overemotional

**monastery, n.** a building occupied by a community of monks living under religious vows

**munch, v.** to eat something noisily

**murmur, v.** to speak softly (**murmured**)

## N

**nausea, n.** a feeling of sickness, as if wanting to vomit

**nonchalant, adj.** having a feeling of apparent calmness; seemingly unconcerned

**nudge, v.** to push against lightly; to push into action gently (**nudging**)

## O

**observations, n.** facts learned by studying something

**obvious, adj.** clear, apparent; easily seen or understood

**offensive, adj.** unpleasant or disgusting

**overbearing, adj.** bossy, arrogant, domineering

**overcome, v.** to successfully deal with something, especially a problem or difficulty or to overwhelm or overpower (**was overcome**)

## P

**peek, n.** a quick glance

**perceptive, adj.** insightful; understanding

**perch, v.** to sit, as if on a tree branch

**petty, adj.** of little importance

**picky, adj.** fussy or extremely particular

**pinprick, n.** a tiny hole or puncture (as if made by a pin)

**pipsqueak, n.** someone or something small and insignificant

**plush, *adj.*** luxurious; extravagant

**practically, *adv.*** almost; virtually

**pug-faced, *adj.*** having a flat-nosed face, like a pug dog

## Q

**quell, *v.*** to soothe or calm; to put an end to  
**quelled**

**quiver, *v.*** to tremble or shake, often with emotion  
**quivering**

## R

**random, *adj.*** unspecified

**realization, *n.*** the act of becoming aware of or understanding something

**recorder, *n.*** a musical wind instrument similar to a flute

**regard, *v.*** to pay attention to; to look at attentively  
**regarded**

**reincarnate, *adj.*** to be born anew in another body after death (**reincarnated**)

**remnant, *n.*** a small remaining piece of something

**ruddy, *adj.*** reddish

**rummage, *v.*** to search in a disorganized way  
**rummaging**

**rung, *n.*** a step of a ladder

## S

**sacred, *adj.*** holy or connected with God

**scenario, *n.*** a potential sequence of events

**scorpion, *n.*** an arachnid with pinchers and a poisonous stinger

**scowl, *n.*** a frown of displeasure

**scrunchy, *adj.*** wrinkled-looking or crumpled

**scurry, *v.*** to move quickly (**scurried**)

**sear, *v.*** to burn (**seared**)

**second sight, *n.*** the ability to see into the future

**sever, *v.*** to cut off, or slice forcibly

**shudder, *v.*** to tremble from fear or excitement

**shuffle, *v.*** to walk by dragging one's feet along the ground

**silhouette, *n.*** a dark shape or outline of something, as if in shadows

**skeptically, *adv.*** in a manner that expresses doubt about something

**slouch, *v.*** to spread out or lean, droop

**slump, *v.*** to bend and lean against something  
(**slumped**)

**snap, *v.*** to bite suddenly

**snarling, *adj.*** angry or sharp

**snatch, *v.*** to grab quickly

**soften, *v.*** to become less severe or less harsh

**sparse, *adj.*** scarce; scanty

**splay, *v.*** to spread out

**sputter, *v.*** to speak with a fast popping sound, often due to strong emotion  
**sputtered**

**star chart, *n.*** a chart or map showing the positions of the stars

**straightaway, *adj.*** immediately; with little delay

**straighten up, *v.*** to improve in behavior

**strategy, *n.*** a plan of activity

**suffocate, *v.*** to die from lack of air; to have difficulty breathing

**suspect, *v.*** to imagine to be the case; to be suspicious (**suspected**)

**swamp, *v.*** to fill quickly (**swamps**)

**swig, *n.*** a quick gulp of a drink

**swipe, *v.*** to steal (**swiped**)

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## T

**talon, n.** a large, hooked claw

**taunt, v.** to harass, insult; to tease in a mean way

**thicket, n.** a dense growth of bushes or trees

**thrive, v.** to do well, to flourish (**thriving, thrived**)

**tremor, n.** a trembling movement

**triumphant, adj.** victorious; proud of a success

## U

**uncertain, adj.** unsure; lacking confidence

**unconscious, n.** the part of the mind that affects a person's behavior and emotions without the person being aware of it

**unconvinced, adj.** not certain that something is true

**unkempt, adj.** untidy; sloppy

## V

**veer, v.** to make a sudden turn (**veered**)

**venomous, adj.** poisonous

**vigor, n.** energy; enthusiasm

**vital, adj.** absolutely necessary

**voilà, int.** a French word used to call attention to something or to suggest an appearance as if by magic; literally, "there it is"

## W

**wail, v.** to give a loud cry of pain, grief, or anger (**wailing**)

## Z

**zodiac, n.** the circular arrangement of the twelve astrological signs

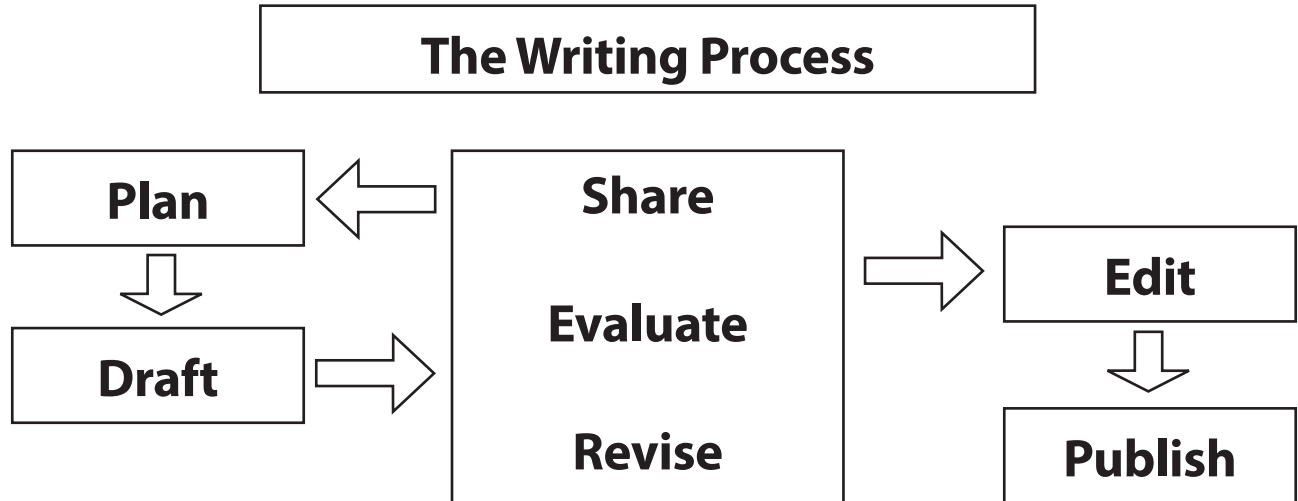
**zoological, adj.** related to animals



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## The Writing Process





NAME: \_\_\_\_\_

**SR.3**

RESOURCES

DATE: \_\_\_\_\_

## Proofreading Symbols

^

Insert

⊙

Insert period

^,

Insert comma

^'

Insert apostrophe

#

Insert space

¶

New paragraph

no ¶

No new paragraph

○

Close up the space

bcap

Capitalize

B lc

Make lowercase (small letter)

e

Delete

rwd.

Reword

←

Move according to arrow direction

↔

Transpose

[

Move to the left

]

Move to the right

^

Add a letter







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## Unit 1

# Hello, Universe

*by Erin Entrada Kelly*

## Activity Book

**GRADE 7**

