

Because of Mr. Terupt



By

Rob Buyea

A Novel Study
by Nat Reed

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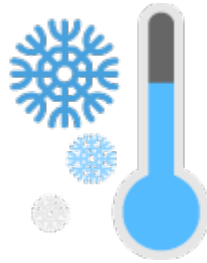


Table of Contents

Suggestions and Expectations	3
List of Skills	4
Synopsis / Author Biography	5
Student Checklist	6
Reproducible Student Booklet	7
Answer Key	63

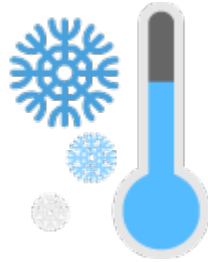
About the author: Nat Reed was a member of the teaching profession for more than 35 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine years. For more information on his work and literature, visit novelstudies.org

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Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on one section (or month) of *Because of Mr. Terupt* and is comprised of these different activities:

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

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

Every activity need not be completed by all students.

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

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

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

Themes which may be taught in conjunction with the novel include personal responsibility, maturing and growth, courage, friendship, empathy and compassion.

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List of Skills

Vocabulary Development

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

Setting Activities

1. Summarize the details of a setting

Plot Activities

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

Character Activities

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

Creative and Critical Thinking

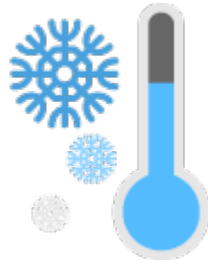
1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Create a poem
6. Write about personal feelings
7. Write a book review
8. Complete an Observation Chart
9. Complete a KWS Chart
10. Create a friendly letter.

Art Activities

1. A Storyboard
2. Create a collage
3. Design a cover for the novel
4. Create a comic strip

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Synopsis

It's the start of fifth grade for seven kids at Snow Hill School. There's Jessica, the new girl, smart and perceptive, who's having a hard time fitting in; Alexia, a bully, your friend one second, your enemy the next; Peter, class prankster and troublemaker; Luke, the brain; Danielle, who never stands up for herself; shy Anna, whose home situation makes her an outcast; and Jeffrey, who hates school.

Only Mr. Terupt, their new teacher, seems to know how to deal with them all. He makes the classroom a fun place, even if he doesn't let them get away with much . . . until the snowy winter day when an accident changes everything – and everyone. [Summary courtesy of the publisher]

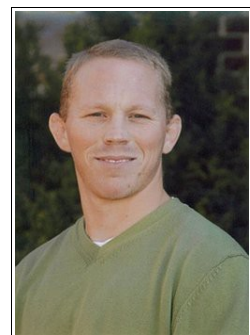
"The characters are authentic and the short chapters are skillfully arranged to keep readers moving headlong toward the satisfying conclusion." - *School Library Journal*

Author Biography

Rob Buyea

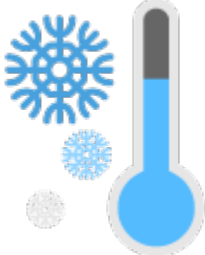
Rob Buyea (<http://www.robbuyea.com>) taught third and fourth graders in Bethany, Connecticut, for six years before moving to Massachusetts, where he now lives with his wife and three daughters. He teaches biology and coaches wrestling at Northfield Mount Hermon School. ***Because of Mr. Terupt*** was Rob's first novel. Sequels include ***Mr. Terupt Falls Again*** and ***Saving Mr. Terupt***.

[Biography courtesy of the publisher]



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Student Checklist

Student Name _____

Assignment	Grade/Level	Comments

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Name: _____

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September



Before you read the chapters:

The **protagonist** in most novels features the main character or “good guy”. There are actually seven main characters in the novel, *Because of Mr. Terupt* – **Peter, Jessica, Luke, Alexia, Jeffrey, Danielle** and **Anna** – seven members of Mr. Terupt's grade five class. After reading this section, come back to this question and state who your favorite character is so far – and explain why you chose this character.



Vocabulary:

Choose a word from the list to complete each sentence.

reaction	exceptional	assume	demonstrate
athletic	reassure	strategy	reference

1. The magician decided to _____ his trick with the rabbit to start his show.
2. Clever _____ is very important when playing chess.
3. No one expected Jordan's _____ to the fire alarm to be so dramatic.
4. Are you going to ask your boss for a _____ letter?
5. “Let me _____ you,” Gordie said. “No one here needs to worry.”
6. My sister has won many _____ awards.
7. Due to the overwhelming evidence against her, most people will _____ that she is guilty.
8. Kenny is an _____ lacrosse player.

Questions



1. Describe the **setting** of the story.

2. After reading about each of the eight main characters in the novel think of two adjectives which would accurately describe the personality of each person.

Character	Adjective 1	Adjective 2
Mr. Terupt		
Peter		
Jessica		
Luke		
Alexia		
Jeffrey		
Danielle		
Anna		

3. Do you think that Mr. Terupt dealt with Peter in an appropriate manner? How would you handled this situation if you were Peter's teacher?

4. Mr. Terupt's **Dollar Words Activity** sounds like a lot of fun. See if you can come up with three Dollar Words not revealed in this section and calculate the value of each word that you have selected.

Dollar Word	Value

5. What made Jessica feel better about being in a new school?

6. Alexia states, *It's always been easier for me to lie when I don't have to look at the person's eyes.* Why do you think this was the case with Alexia?

7. What was Danielle's biggest concern?

Language Activities



A. Anagrams

An **anagram** is a word that is formed by changing the order of the letters of another word. For example, the letters in the word **WAS** can also form the word **SAW**. Follow these directions to form the anagrams:

a) read the clue in the right-hand column.

b) Using the word in the left-hand column move the letters around in any order, but you must use all the letters. All of the words in the left-hand column can be found in the first section of *Because of Mr. Terupt*.

Word	Anagram	Clue
terupt		Usually the last club used in a round of golf.
rules		Used by fishermen.
secret		Builds.
smile		Fruits.
time		A thing.
words		An ancient weapon.
hear		A rodent-like mammal of the genus <i>Lepus</i> .

B. A Quatrain Poem Celebrates A Teacher.

The **quatrain** is a popular form of rhymed verse. It is a poem of four lines, is usually light and can be humorous. The following quatrain is the first four lines of a humorous poem about a teacher, *Miss Krabappel*, written by B. Simpson.

*My teacher is stupendous,
She's fun and she's for real;
She even makes math fun to do,
Long division's no big deal!*



Various rhyming schemes make up a quatrain poem. As you can see, the above four lines have a rhyming scheme of **A - B - C - B**. Other rhyming schemes include: AABB, AAAA, AABA, ABBA, ABBB, and AAAB.

Your task is to write your own quatrain poem. You may choose a rhyming scheme that fits with your own personal creation. The theme should have something to do with the themes established in the first section of our novel (like *teachers* or *learning*).

The Quatrain Poem

Now create your own Quatrain Poem. Your poem must follow the format of a quatrain poem described above (and must rhyme).

Title: _____

C. Many authors enjoy using **alliteration** – a literary device where the author repeats the same sound at the beginning of several words. Here's one such example: from the first section: *during these tough times.*



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

A science project.	
A fun recess.	
Your choice.	

D. Cliffhanger

The chapter entitled *Alexia* contains an example of a literary device called a **cliffhanger**. A cliffhanger usually occurs at the end of a chapter when the author leaves the reader in suspense. How is this true in *Alexia's* chapter? Why do you think the author ended the chapter this way?

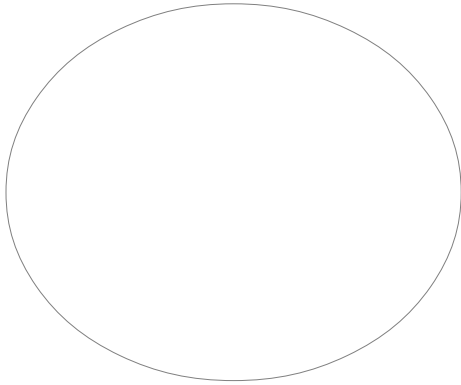


Good to Know ~ *A Wrinkle in Time*

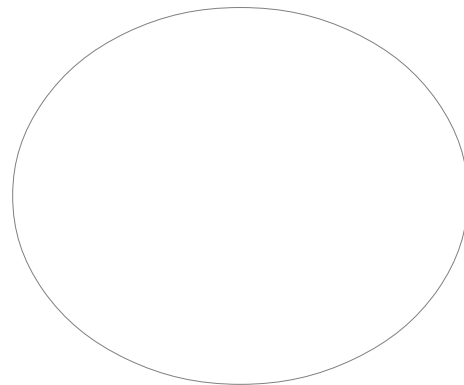
Jessica mentions a number of different books throughout this novel, including the Science Fiction classic, *A Wrinkle in Time*. *A Wrinkle in Time* was written in 1963 by Madeleine L'Engle. The novel is about a young girl whose scientist father goes missing, and the adventures that come about from her search for him. The book won a number of awards and turned out to be the first in a series involving these characters.

E. 5 Ws and an H.

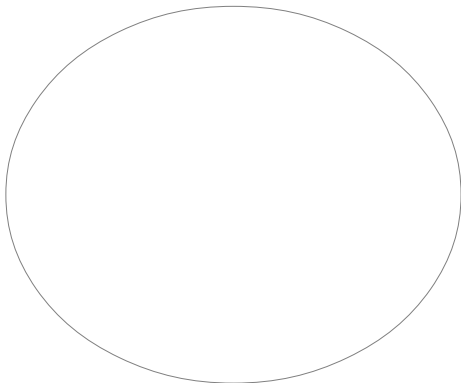
Choose an event from this section that you thought was really important and/or exciting. Using facts that you gleaned from reading about this event, fill in the balloons below, summarizing what you learned.



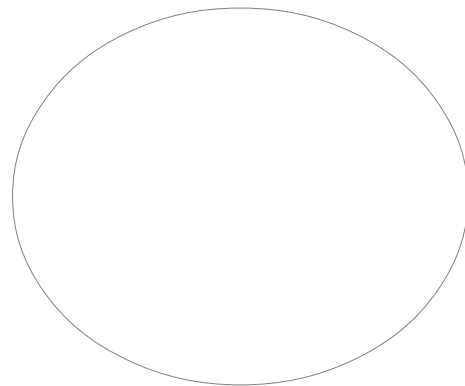
WHO?



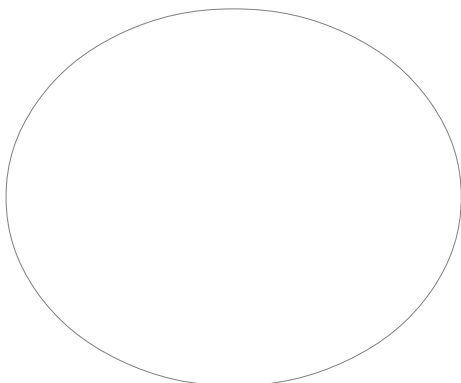
WHAT?



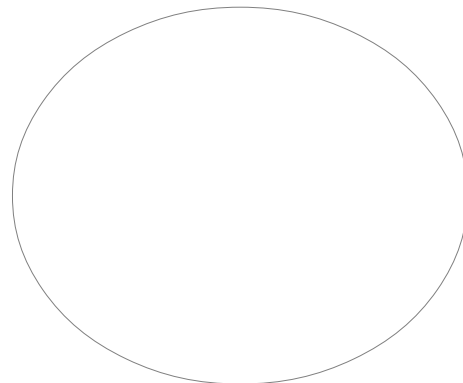
WHEN?



WHERE?



WHY?



HOW?

Extension Activity



Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel. Complete the storyboard below illustrating the events described in the first section of our novel. You may wish to practice your drawings on a separate piece of paper.

1	2
3	4
5	6