

UNIT OVERVIEW
The Flunking Of Joshua T. Bates
A Novel Study

OVERVIEW

This novel study provides teachers with a highly structured format for teaching language arts as students develop a love for reading longer materials like novels. Various areas such as reading comprehension, vocabulary development, spelling, grammar, and writing are all entwined in this integrated approach, eliminating the need for teaching these skills separately. Activities are divided into three main sections:

1) *Chapter Questions*

For each chapter, students answer a thorough set of questions requiring answers in complete sentences. Reading comprehension is key as students must read and understand the *entire* book in order to answer the questions. (One major strength of the novel study approach is that students *must understand* the novel or they will be unable to do the required assignments.)

2) *Vocabulary and Language*

Each chapter also includes activities dealing with such things as word meanings, use of the dictionary, spelling, parts of speech, antonyms/synonyms, syllables, punctuation and grammar.

3) *Writing and Creativity*

In this section, students apply what they have learned about language and grammar skills to write more effectively. Creative writing is the focus of this less-structured segment, allowing teachers more opportunity to incorporate their own ideas into developing creative writing skills.

EVALUATION

Teachers can use the optional marking form provided or devise their own. Certain assignments, especially in the *Vocabulary and Language* section are well suited to marking by students. However, it is important that teachers mark assignments requiring answers in complete sentences to monitor student progress in this crucial area.



CHAPTERS 1 - 2
Questions



Chapter One

- Why did Joshua's mom speak quietly to him in the van?

- What reasons did Joshua's mom give for Joshua having to repeat third grade?

- Using her bad judgement, what did Amanda say that irritated Joshua?

- How did Joshua take matters into his own hands with Amanda?
a) _____
b) _____
c) _____
- While Joshua was at the beach, only one thing bothered him. What was it?

- At school, what did Joshua have problems with?

7. WHO DID IT? Match each character with something that he or she did.

- | | | |
|------------------|-------|--|
| a) Joshua | _____ | had to repeat third grade. |
| b) Mrs. Bates | _____ | liked to read books in the car. |
| c) Mrs. Goodwin | _____ | went to the bathroom with Joshua. |
| d) Mr. Bates | _____ | loved to eat applesauce. |
| e) Georgianna | _____ | acted like Joshua was very smart. |
| f) Amanda | _____ | teased Joshua about repeating. |
| g) Tommy Wilhelm | _____ | was not happy on long car trips with children. |
| h) Andrew Porter | _____ | told Joshua she would find him a chicken bone. |



UNION AND CONFEDERATE SOLDIER RESEARCH INFORMATION

For Chapters 1 - 2 Writing and Creativity - Activity #3

In the United States, all of the states were united together in a "union". The union was their country. They had been controlled by England once, long ago, but they had fought a war and ended up with their own country. Now, they were the United States of America.

In the Southern United States, some people owned slaves. These slaves were African people who had been kidnapped by ship owners and brought to America to be sold to white farmers and rich people. The slaves were often treated like animals. They did not have any rights at all. The people in the Northern United States, did not like slavery and they wanted to bring an end to it. They elected a President of the country who promised to stop slavery. His name was Abraham Lincoln.

In the South, many people did not like Abraham Lincoln. They got together and decided to leave the Union of the United States and form their own country where they could still own slaves. Six states left the USA. These states were South Carolina, Mississippi, Florida, Alabama, Georgia, and Louisiana. Later, the states of Texas, Virginia, Arkansas, North Carolina, and Tennessee joined the Confederate states. The eleven states called themselves the Confederate States of America. They had their own flag, their own army, and even their own kind of money.

The people in the North, the Union, were richer because many factories and other resources were there. Lots of taxes were collected in the Northern States, which meant that the government had more money for their army. The President, Mr. Lincoln, did not like the Confederates who had formed their own country. A war started. It was the Union soldiers against the Confederate soldiers. The war was mostly about slavery. The Confederates wanted slaves and the Union thought that slavery was a terrible injustice. In the end, the Union won. Slavery was ended, but it took many years before the people of the North and the South got along again. The people in the South still didn't like black people, even in the 1900's. It has taken a very long time for black people to be ordinary like everyone else and have rights like the rest of the people in the USA.

The war they fought was called THE CIVIL WAR (1861 - 1865).



CHAPTERS 3 - 4
Vocabulary and Language



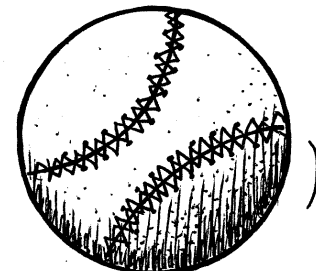
1. Match each underlined word to its meaning. You may use your dictionary.

- | | |
|---|-----------------------|
| _____ Tommy had a <u>criminal</u> attitude. | a) a short run |
| _____ Tommy had a <u>criminal</u> attitude. | b) against the law |
| _____ Joshua had an <u>irregular</u> brain. | c) to think carefully |
| _____ Joshua <u>sauntered</u> down the hall. | d) mood |
| _____ Tommy <u>sprinted</u> across the field. | e) low crying sound |
| _____ He <u>moaned</u> on the ground. | f) not normal |
| _____ <u>Violence</u> was not allowed. | g) walk slowly |
| _____ He <u>concentrated</u> on the screen. | h) being unfair |
| _____ Tommy's mother <u>whined</u> about <u>injustice</u> . | i) urged |
| _____ Mrs. Goodwin <u>insisted</u> on him coming over. | j) fighting |



2. For each sentence, underline the MAIN NOUN once and the VERB twice.

- The boys leaned against the cyclone fence.
- Joshua sauntered toward the fence.
- Andrew brought a ball and bat.
- The kids played all during recess.
- Tommy laughed like a monkey.
- The Principal called Mrs. Bates.





CHAPTERS 5 - 6 Writing and Creativity



1. Write a **DIAMONTE** poem about Joshua (subject #1) and Tommy (subject #2). The **DIAMONTE** is fun and easy to write. The purpose of the poem is to go from the subject at the top (beginning) down to an opposite subject at the bottom (end).

- Line 1 - one noun (subject #1)
- Line 2 - two adjectives about #1
- Line 3 - three "ing" words about #1
- Line 4 - four nouns (2 about #1 and 2 about subject #2)
- Line 5 - three "ing" words about #2
- Line 6 - two adjectives about #2
- Line 7 - one noun (subject #2)

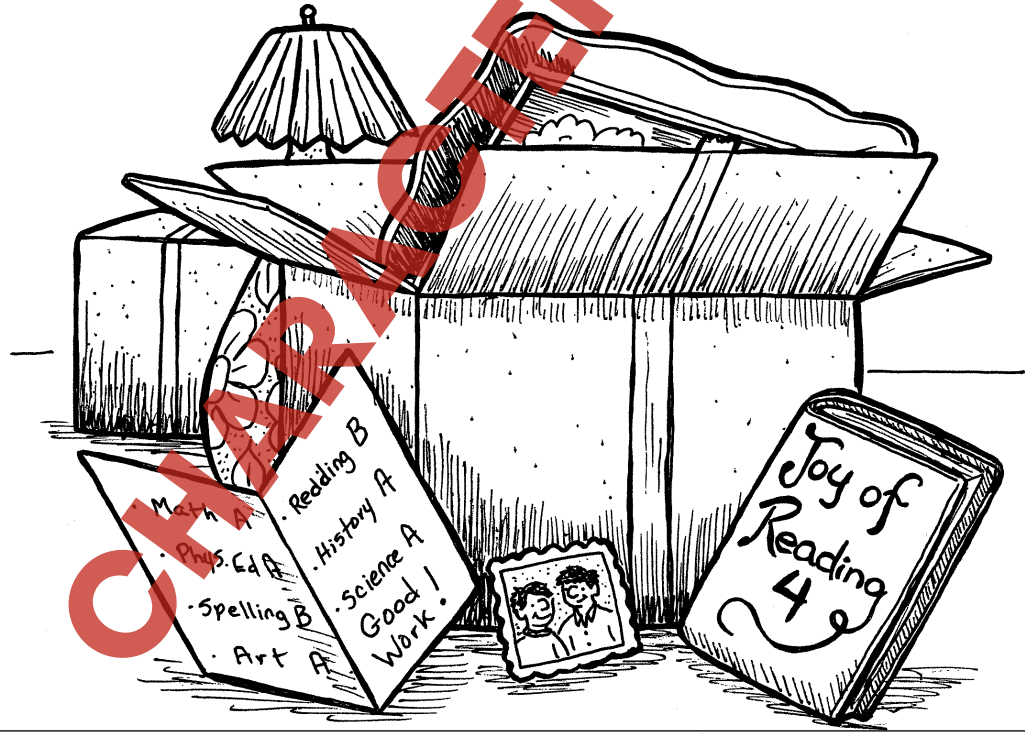
Cat
Clever, cuddly
Crouching, pouncing, purring

Dog
Meow, feline, canine, bark
Running, sniffing, yelping
Lovable, smart

8. WHO SAID IT???

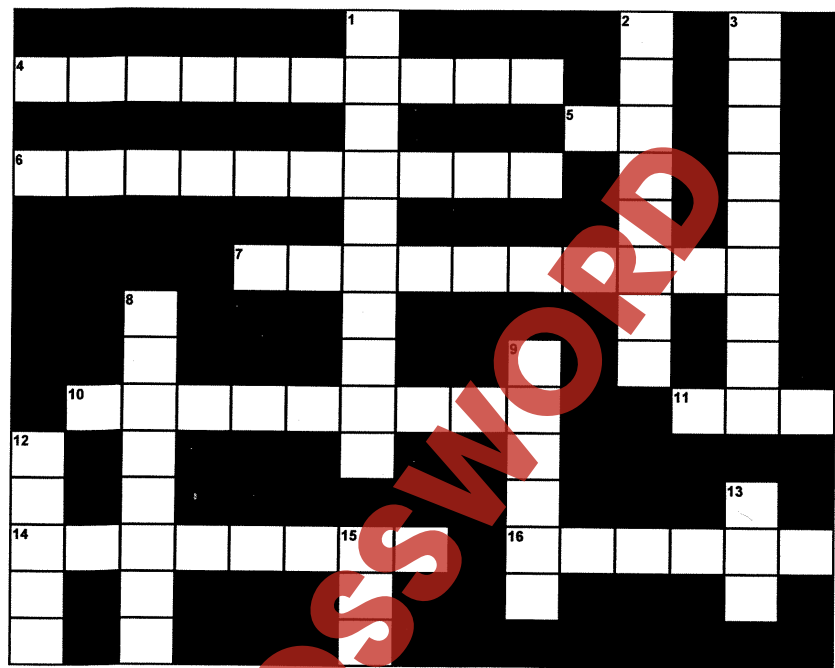
Mr. Bates Joshua Mrs. Bates
Mrs. Goodwin Amanda Andrew

- a) _____ "Turn over for ten spansk."
- b) _____ "I only have one close friend."
- c) _____ "You could spend this year without a birthday."
- d) _____ "You'll never guess in a million years what I got you."
- e) _____ "I won't tell a soul."
- f) _____ "Since when has Joshua worried about dressing?"
- g) _____ "You won't be in the third grade forever."
- h) _____ "It's the worst report I've had in my whole life."



The Flunking Of Joshua T. Bates - CROSSWORD PUZZLE

Name: _____



ACROSS

- 4. Where Josh was going to run away to.
- 5. Was Josh happy to repeat third grade?
- 6. Joshua lives in _____.
- 7. She splashed her dinner on the walls.
- 10. Mrs. Goodwin's first name.
- 11. Did Joshua like cookies?
- 14. Joshua dropped his report card behind the _____.
- 16. _____ gave Joshua a night light.

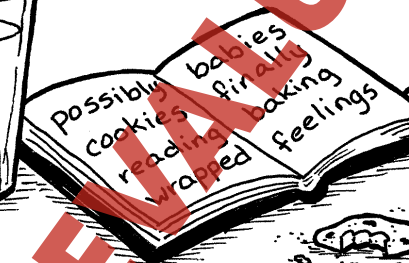
DOWN

- 1. Who lived on R Street?
- 2. This is NOT permitted!
- 3. Joshua's favourite comic.
- 8. October 11 was Joshua's _____.
- 9. Joshua's favourite game.
- 12. Josh was afraid his family wouldn't have one for him.
- 13. Joshua's new age.
- 15. The number of close friends Joshua has.

EVALUATION

The Flunking Of Joshua T. Bates
A Novel Study

Chapters	Questions	Vocabulary and Language	Writing and Creativity	TOTAL
1 & 2	___	___	___	___ = %
3 & 4	___	___	___	___ = %
5 & 6	___	___	___	___ = %
7 & 8	___	___	___	___ = %
9 & 10	___	___	___	___ = %



TOTAL _____ = %

COMMENTS

The Flunking of Joshua T. Bates - WORD SEARCH

Name: _____

H U M I L I A T I O N U A P H
 B O B I R T H D A Y Z L M R M
 C Z M S S O F T B A L L L O M
 E E W E R E A D I N G T S M X
 C X M Q S B R O W N I E S O F
 W C E L H I S A S E O A T T L
 J O S H U A C S B F H C D E G
 F R M P V C H K W L U H W D G
 T E A S E P O H L U E E S J F
 J Q T M U L O O A N D R E W R
 O V U X A O L L K K T Z E N I
 A P R A J N V I D I V O R C E
 E A E N D Q D D N N E B M S N
 B W D R E P E A T G V S W M D
 U N F A I R M Y G H P R S C Y

- | | | | |
|----------|-------------|-----------|----------|
| AMANDA | FLUNKING | MATURE | SOFTBALL |
| ANDREW | FRIEND | MISERABLE | SPELLING |
| BIRTHDAY | HOLIDAY | PROMOTED | TEACHER |
| BROWNIES | HOMESICK | READING | TEASE |
| COOKIES | HUMILIATION | REPEAT | TOMMY |
| DIVORCE | JOSHUA | SCHOOL | UNFAIR |

CROSSWORD ANSWER KEY

WORD SEARCH ANSWER KEY

ANSWER KEY