



Novel Study Kit

For

Egghead

CanLit for Kids and CanLit for Teens are now offering our own professionally developed, comprehensive, Novel Study Guide Kits, for selected books from our book packages. ([Sample guide attached below](#))

Each kit includes the following:

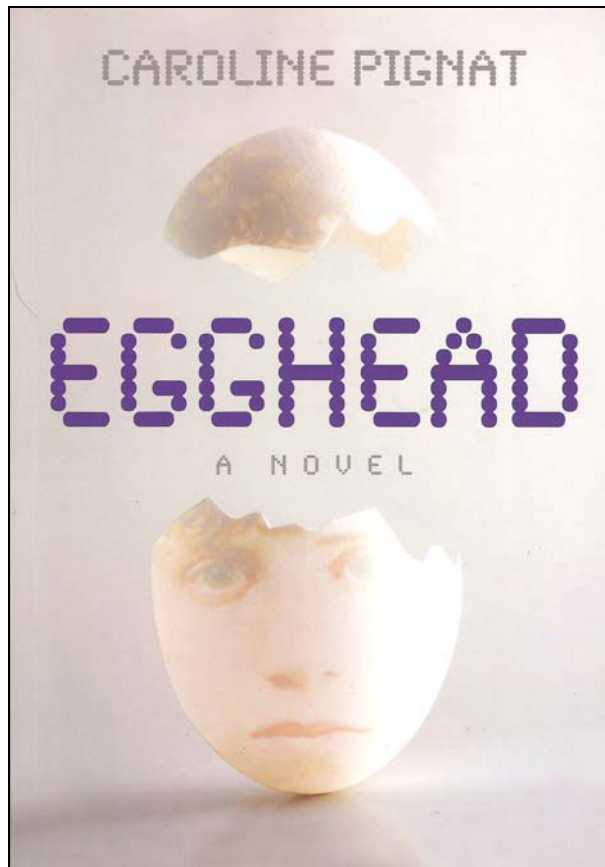
1. Six additional copies of the novel – *Egghead*
2. One copy of the Student Novel Study Guide, including blackline masters (and permission to make as many copies for your students)
3. One copy of Teachers' Chapter Summaries (overviews of the contents of each chapter)

Total retail cost of the kit = \$120.00

This Novel Study Guide kit is offered at a special 50% discount rate to any existing CanLit customer. (\$60.00)

Others may contact CanLit (canlit@shaw.ca) and make arrangements to purchase the guide and any number of books to accompany each guide.

Additional copies of the novel (beyond the six in the kit) can be purchased at a 25% discount. ([Sample guide attached below](#))



SAMPLE

Student's Novel Study Guide

To accompany

Egghead by Caroline Pignat

Prepared by

Glen R. Turnbull M.Ed. PMP (CanLit For Kids Books Ltd.)



Contact CanLit For Kids/Teens Books to find out how you can get the full Novel Study Guide plus books.

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Introduction – *Egghead* Novel Study

The individual novel study you are about to begin is a self-directed activity requiring a significant amount of responsibility to complete. As the reader, you will create your own reading schedule and respond to what you read in a variety of ways.

To complete this study, you are required to submit two response sheets, five journal entries and a final assignment. Your 5 journal entries should follow your reading schedule. These journal entry activities will let you think about the novel and its different parts. You are expected to think critically about what you are reading. Your efforts will be evaluated based on your progress with the five written journal entries, assessed through conferences with your teacher, and the final assignment (details later).

You may need more time to read the novel than you will be given in class. Therefore, you may want to start reading in your first class and continue reading at home, completing the assignments or journal entries in class time.

Step One: Reading Schedule

Take the total allotted time that your teacher has given you to complete reading the novel and the assignments. The novel has been divided up into 5 sections (See Response Sheet 1- Individual Novel Study - Schedule). Enter the recommended start date (provided by your teacher) for each section. As you complete each section, enter your actual completion date. Checking the start date with your completion date is your way of deciding if you are progressing on schedule with your reading. Modify your schedule if you see you are falling behind.

Step Two: “Pre-reading Activity”

Usually, when you first get a book you make a quick examination. This kind of casual look is called “skimming”. Skimming helps us to decide if the book will be interesting to read. Complete the exercises from Response Sheet #2 – Pre-reading Activity - Skimming. This will give you some practice at “skimming” a novel using *Egghead* by Caroline Pignat



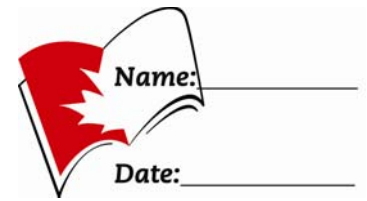
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Response Sheet #1 - Individual Novel Study – Schedule

Meet with your teacher to decide on “Start Dates” for each section.
Record your reading schedule below and keep it in your notebook.

Name of Novel: Egghead

Section 1		Section 2		Section 3	
Start Date		Start Date		Start Date	
End Date		End Date		End Date	
Assigned Pages To Read	Pages 9 to 41	Assigned Pages To Read	Pages 42 to 76	Assigned Pages To Read	Pages 77 to 111
Actual Pages Read		Actual Pages Read		Actual pages Read	
Section 4		Section 5			
Start Date		Start Date			
End Date		End Date			
Assigned Pages	Pages 112	Assigned Pages	Pages		



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To Read	to 146	To Read	to 173
Actual Pages Read		Actual Pages Read	



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Section 1 (Pages 9 to 41)

1) Journal Entry #1 - "First Reaction"

(Page 1 of 4)

You have completed reading pages 9 to 41. By this point you should be forming some kind of opinion about your book. Your task now is to complete the first level analysis of the novel by completing this journal entry.

Based on what you have read so far, record what you have learned about each of the following. *(Use the back of this sheet if you need more space to record your thoughts.)*

Mood and Conflict(s)

What kind of mood or feeling is evident in the first part of this story? What is the initial or first problem faced by the main character? What types of conflicts are apparent? Are the conflicts believable? Does the conflict add interest to the story? Give an example.

Setting

The setting gives you information on the "when" and "where" of the story. A story can change dramatically if you were to take the characters and plot and place them in a different place or time. In which town and year does this story take place (if mentioned by the author)? Describe more specific locations (buildings, rooms) where the story takes place. Describe some actions that take place in specific settings that would not occur in other settings. Is the setting in this story all that important or could the story be happening anywhere? Why?



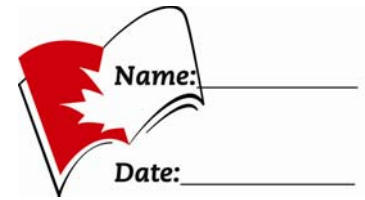
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(Use the back of this sheet if you need more space to record your thoughts.)

The "Triggering" Event

Write about the *trigger* event (or first event that introduced the conflict) in the story. A number of events happened that heightened the tension in the story and complicated the problem or main conflict. This is called the "Rising Action" of the story. Write about an event (or events) that added to the rising action.

Character Exploration

This next section will help you to identify the "who" of the story. Authors will sometimes use the first few chapters of a story to introduce the characters. Characters can be either major or minor. They can also be changing (dynamic) or unchanging (static). The central character who dominates the story is referred to as the protagonist. Who seems to be the protagonist in this story? Give a brief description of this person.

The antagonist is the person in the story who creates conflict for the main character. You could look on them as the enemy or rival. Is the antagonist apparent yet? Give a brief description of this person.

Are the characters believable? In which way?

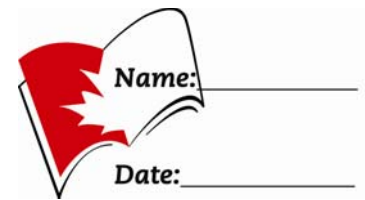


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(Use the back of this sheet if you need more space to record your thoughts.)

Your Understanding of the Pages Read – (pages 42-76)

After having read these sections of the story, try to answer the following questions. If you are not sure of an answer, reread or skim the sections to help find the information needed to answer the question. Write your answers (in complete sentences).

Literal

1. According to Devan, Shane Duran did three bad things to other students, all before third period one day. What were those three things?
2. What did Shane flick his finger at that caused it to fall to the floor in an explosion of glass and splintering wood?

Inferential

1. What might Riley have done to Shane just before Shane tells him "I don't have to listen to you. You're not my father." and then runs away from the house with Devan?
2. Why would the Principal call Riley to discuss Shane's behavior and not call Shane's mother?

Opinion

1. Mr. Spence gave Will a list of "strategies" to avoid confrontation with Shane. What advice could you give to someone to avoid being bullied?
2. Jenna tells Katie "the more time and attention you give that weirdo, the more other people are going to start thinking of you guys as a couple." Why would other people start to think of Katie and Will as a couple? How would you explain this if you were Katie?

After completing Journal Entry #2, meet with your teacher. Finish Section 3 of your novel, as identified in your reading schedule.



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