

UNGIFTED

By Gordon Korman

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**You are student #\_\_\_\_**

Literature Circle

Secondary 2 – Accelerated Program

College François-de-Laval 2015

**Character Diagram**

**Before you punch in …**

**1) You are student #\_\_\_\_**

Your teammates are:

student #\_\_\_\_. Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

student #\_\_\_\_. Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

student #\_\_\_\_. Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2) Number the chapters**

**3) What is IQ?**

At the start of each paragraph, the author gives the IQ of the narrator for this chapter. What is IQ? What does it mean?

I.Q. (intelligence quotient) in general, is an assessment of your ability to think and reason. IQ score is a standardized way of comparing this ability with the majority of people the same age as you are.

For example, a score of 100 means, that compared to people in your general age group, you have basically an average intelligence. Most psychologists would say those scoring in a range of 95 to 105 are of a normal intelligence or have an average IQ.

There are many outside factors that may have a negative impact on IQ score. These should be carefully taken for consideration. IQ score fails to measure things such as manual dexterity (obviously), musical talent, and a slew of other abilities that may lead one to many different successes in life. However, your score on an IQ test will give you a pretty accurate indication of the ability you possess to think, reason and solve problems, which can often be critical in your life.

(retrieved and adapted from <http://www.free-iqtest.net/what-is-iq.asp> on December 22, 2014)

**Two-Word Verbs**

A verb + a preposition = two word verb

**Find the meaning of these two word verbs.**

**Some two-word verbs make sense from the addition of the two words they are formed of…**

Sit down:

Warm up:

Run away:

Look for:

Call back:

**… but, some others do not!**

Keep on:

Ask out:

Pull over:

Break down:

Break in:

Drop by:

Fill out:

Give up:

Hang out:

Look after:

Pass away:

Stick to:

Turn down:

Use up:

**Schedule and Roles - Literature Circle**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sessions** | **Lit o Dates** | **Chapters** | **Student 1** | **Student 2** | **Student 3** | **Student 4** |
| 1 |  | 1, 2 ,3, | Quiz Master | King’s Quote | Giftedness Investigator | Gifted Artist |
| 2 |  | 4, 5 | King’s Quote | Giftedness Investigator | Gifted Artist | Two-Word Verbs Analyst |
| 3 |  | 6, 7 | Giftedness Investigator | Gifted Artist | Two-Word Verbs Analyst | Best Character Awarder |
| 4 |  | 8, 9, 10, 11, | Gifted Artist | Two-Word Verbs Analyst | Best Character Awarder | Quiz Master |
| 5 |  | 12, 13, 14 | Two-Word Verbs Analyst | Best Character Awarder | Quiz Master | King’s Quote |
| 6 |  | 15, 16, 17 | Best Character Awarder | Quiz Master | King’s Quote | Giftedness Investigator |
| 7 |  | 18, 19, 20 | Quiz Master | King’s Quote | Giftedness Investigator | Quiz Master |
| 8 |  | 21, 22, 23, 24, 25, 26 | King’s Quote | Giftedness Investigator | Quiz Master | King’s Quote |
| 9 |  | 27 | Literature Inspector | Literature Inspector | Literature Inspector | Literature Inspector |

|  |
| --- |
| **Date of Lit o :** |
| **Chapters: 1, 2, 3** |

**Vocabulary and Idioms**

* Find the page and write a short and simple definition, in English.
* Do the same thing for 5 words/idioms that **YOU** find are difficult or new.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Reckless | Sternly | Gasp | Tenpin | cope |
| p. 1 | p. 4 | p. 7 | p. 10 | p. 17 |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Yawn | Eavesdroppers | Mused | liver | Flushed |
| p. 15 | p. 19 | p. 20 | p. 22 | p. 26 |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| p. | p. | p. | p. | p. |
|  |  |  |  |  |

**Questions**

* Write two questions Geneviève should ask in the reading check test. Also write the answer.

|  |  |  |  |
| --- | --- | --- | --- |
| Q1 |  | A1 |  |
| Q2 |  | A2 |  |

**Your role for this literature circle is …**

|  |
| --- |
| **Quiz Master** |
| Instructions:  Homework:   * Read the chapters * Prepare 3 Yes/No questions and the answers. * Prepare 3 information questions and the answers. * These cannot be the same questions you suggested for the reading check test.   In class:   * Animate a quiz. Ask your teammate to use an imaginary buzzer when they have the answer. * If it is not the good answer, somebody else can answer. * If nobody knows the answer, give some hints. |

Yes/No Questions

|  |  |  |  |
| --- | --- | --- | --- |
| Q1 |  | A1 |  |
| Q2 |  | A2 |  |
| Q3 |  | A3 |  |

Information Questions

|  |  |  |  |
| --- | --- | --- | --- |
| Q1 |  | A1 |  |
| Q2 |  | A2 |  |
| Q3 |  | A3 |  |

|  |
| --- |
| **Date of Lit o :** |
| **Chapters: 4, 5** |

**Vocabulary and Idioms**

* Find the page and write a short and simple definition, in English.
* Do the same thing for 5 words/idioms that **YOU** find are difficult or new.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| lukewarm | Babble | Clattered | Chastened | Soothed |
| p. 33 | p. 35 | p. 35 | p. 35 | p. 38 |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lame | Onslaught | Surged | Beggars | Skinny-dipping |
| p. 40 | p. 42 | p. 44 | p. 47 | p. 51 |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| p. | p. | p. | p. | p. |
|  |  |  |  |  |

**Questions**

* Write two questions Geneviève should ask in the reading check test. Also write the answer.

|  |  |  |  |
| --- | --- | --- | --- |
| Q1 |  | A1 |  |
| Q2 |  | A2 |  |

**Your role for this literature circle is …**

|  |
| --- |
| **The King’s Quotes** |
| Instructions:  Homework:   * Read the chapters * Identify 2 quotes that are meaningful and important for the understanding of the story. * Write at least 2 sentences to explain your choice of quotes.   In class:   * Read quote #1. * Ask you friends when in the story these quotes are taken from. * Then, read you explanation. * Do the same for quote #2. |

|  |  |
| --- | --- |
| Quote #1 | Quote #2 |
| Explanation #1 | Explanation #2 |

|  |
| --- |
| **Date of Lit o :** |
| **Chapters: 6, 7** |

**Vocabulary and Idioms**

* Find the page and write a short and simple definition, in English.
* Do the same thing for 5 words/idioms that **YOU** find are difficult or new.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Amended | Snorted | Bail out | Spelunking | Hint |
| p. 59 | p. 60 | p.63 | p. 63 | p. 66 |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Welding | Brandished | Aced | Get-up-and-go | Soggy |
| p. 68 | p.69 | p. 71 | p. 74 | p. 75 |
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| --- | --- | --- | --- | --- |
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| p. | p. | p. | p. | p. |
|  |  |  |  |  |

**Questions**

* Write two questions Geneviève should ask in the reading check test. Also write the answer.

|  |  |  |  |
| --- | --- | --- | --- |
| Q1 |  | A1 |  |
| Q2 |  | A2 |  |

**Your role for this literature circle is …**

|  |
| --- |
| **Giftedness Investigator** |
| Instructions:  Homework:   * Read the chapters. * Identify 2 smart behaviors and 2 stupid behaviors by the characters. * Explain why you think these behaviors are smart or not.   In class:   * Read one behavior at a time. * Ask you partners if they think it is smart or stupid. Ask them to explain. * Read your own explanations. |

**Smart Behaviors…**

|  |  |  |  |
| --- | --- | --- | --- |
| B1 |  | by |  |
| E1 |  | | |
| B2 |  | by |  |
| E2 |  | | |

**Stupid Behaviors…**

|  |  |  |  |
| --- | --- | --- | --- |
| B1 |  | by |  |
| E1 |  | | |
| B2 |  | by |  |
| E2 |  | | |

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| --- |
| **Date of Lit o :** |
| **Chapters: 8, 9, 10, 11** |

**Vocabulary and Idioms**

* Find the page and write a short and simple definition, in English.
* Do the same thing for 5 words/idioms that **YOU** find are difficult or new.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Swiftly | Still | Conundrum | Pondering | Wept |
| p. 86 | p. 92 | p. 95 | p. 96 | p. 97 |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Hem | Adamant | Gritted | Fishy | Genuine |
| p. 98 | p. 99 | p. 105 | p. 105 | p. 108 |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| p. | p. | p. | p. | p. |
|  |  |  |  |  |

**Questions**

* Write two questions Geneviève should ask in the reading check test. Also write the answer.

|  |  |  |  |
| --- | --- | --- | --- |
| Q1 |  | A1 |  |
| Q2 |  | A2 |  |

**Your role for this literature circle is …**

|  |
| --- |
| **Gifted Artist** |
| Instructions:  Homework:   * Read the chapters * Choose a meaningful scene and draw it below, with colors (no highlighter) * Write THREE lines to explain your scene.   In class:   * Show your drawing to your partners. * Ask them if they recall that scene. * Read your explanation. Discuss with your partners. |

|  |
| --- |
| Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Explanation: |
|  |
|  |
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| **Date of Lit o :** |
| **Chapters: 12, 13, 14** |

**Vocabulary and Idioms**

* Find the page and write a short and simple definition, in English.
* Do the same thing for 5 words/idioms that **YOU** find are difficult or new.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Newbie | Exhilaration | Mingle | Getup | Party pooper |
| p. 113 | p. 116 | p. 117 | p. 121 | p. 126 |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Pleaded | Outer | Crabby | Heisted | Groaned |
| p. 127 | p. 140 | p. 141 | p. 145 | p. 146 |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| p. | p. | p. | p. | p. |
|  |  |  |  |  |

**Questions**

* Write two questions Geneviève should ask in the reading check test. Also write the answer.

|  |  |  |  |
| --- | --- | --- | --- |
| Q1 |  | A1 |  |
| Q2 |  | A2 |  |

**Your role for this literature circle is …**

|  |
| --- |
| **Two-Word Verb Analyst** |
| Instructions:  Homework:   * Read the chapters * Identify FOUR two-word verbs and their meaning * Also write a sentence using these two-word verbs.   In class:   * Ask your teammate to go read the page and find your two-word verb. * When they find it, ask them to guess the meaning. * After a moment, give them your answer, some explanation and read your new sentence. |

|  |  |  |  |
| --- | --- | --- | --- |
| V  Ex | Sit down | M  Ex | The action of taking a resting position for which one puts his or her buttocks on the flat surface of a chair. |
| S Ex  The teacher asked the students to sit down. | | | |
| V1 |  | M1 |  |
| S1 | | | |
| V2 |  | M2 |  |
| S2 | | | |
| V3 |  | M3 |  |
| S3 | | | |

|  |
| --- |
| **Date of Lit o :** |
| **Chapters: 15, 16, 17** |

**Vocabulary and Idioms**

* Find the page and write a short and simple definition, in English.
* Do the same thing for 5 words/idioms that **YOU** find are difficult or new.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Stubbornly | Soft spot | Beseeching | Dragging | Fate |
| p. 149 | p. 150 | p. 151 | p. 153 | p. 158 |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Whelp | Furnace | Tab | Swollen | Jarred |
| p. 171 | p. 173 | p. 180 | p.181 | p. 181 |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| p. | p. | p. | p. | p. |
|  |  |  |  |  |

**Questions**

* Write two questions Geneviève should ask in the reading check test. Also write the answer.

|  |  |  |  |
| --- | --- | --- | --- |
| Q1 |  | A1 |  |
| Q2 |  | A2 |  |

**Your role for this literature circle is …**

|  |
| --- |
| **Best Character Awarder** |
| Instructions:  Homework:   * Read the chapters * Decide who should be the best character. * Find two reasons for your choice. Write the reasons down and the page(s) that relates to.   In class:   * Tell you group who you decided to award as the best characters. * Read you explanations and bring your partners to the related pages. Read these pages. * Ask your partners is they agree or disagree with your choice. |

And the best character is …

|  |
| --- |
|  |

Because,

|  |
| --- |
|  |
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|  |

p. \_\_\_\_

And also because…

|  |
| --- |
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|  |

p. \_\_\_\_

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| --- |
| **Date of Lit o :** |
| **Chapters: 18, 19, 20** |

**Vocabulary and Idioms**

* Find the page and write a short and simple definition, in English.
* Do the same thing for 5 words/idioms that **YOU** find are difficult or new.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Giggles | Screech | To rat out | Twitch | Belonged |
| p. 184 | p. 184 | p. 187 | p. 188 | p. 190 |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Busted | Rafters | Sham | Stoutly | Hefted |
| p. 191 | p. 191 | p. 194 | p. 196 | p. 198 |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| p. | p. | p. | p. | p. |
|  |  |  |  |  |

**Questions**

* Write two questions Geneviève should ask in the reading check test. Also write the answer.

|  |  |  |  |
| --- | --- | --- | --- |
| Q1 |  | A1 |  |
| Q2 |  | A2 |  |

**Your role for this literature circle is …**

|  |
| --- |
| **Quiz Master** |
| Instructions:  Homework:   * Prepare 3 Yes/No questions and the answers. * Prepare 3 information questions and the answers. * These cannot be the same questions you suggested for the reading check test.   In class:   * Animate a quiz. Ask your teammate to use an imaginary buzzer when they have the answer. * If it is not the good answer, somebody else can answer. * If nobody knows the answer, give some hints. |

Yes/No Questions

|  |  |  |  |
| --- | --- | --- | --- |
| Q1 |  | A1 |  |
| Q2 |  | A2 |  |
| Q3 |  | A3 |  |

Information Questions

|  |  |  |  |
| --- | --- | --- | --- |
| Q1 |  | A1 |  |
| Q2 |  | A2 |  |
| Q3 |  | A3 |  |

|  |
| --- |
| **Date of Lit o :** |
| **Chapters: 21, 22, 23, 24, 25, 26** |

**Vocabulary and Idioms**

* Find the page and write a short and simple definition, in English.
* Do the same thing for 5 words/idioms that **YOU** find are difficult or new.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Wishbone | Pondered | Downer | Wave | Heat |
| p. 217 | p. 218 | p. 220 | p. 226 | p. 227 |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Crouched | Sullen | Soothed | Helm | Apex |
| p. 227 | p. 228 | p. 228 | p. 229 | p. 233 |
|  |  |  |  |  |

|  |  |  |  |  |
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|  |  |  |  |  |
| p. | p. | p. | p. | p. |
|  |  |  |  |  |

**Questions**

* Write two questions Geneviève should ask in the reading check test. Also write the answer

|  |  |  |  |
| --- | --- | --- | --- |
| Q1 |  | A1 |  |
| Q2 |  | A2 |  |

**Your role for this literature circle is …**

|  |
| --- |
| **The King’s Quotes** |
| Instructions:  Homework:   * Read the chapters * Identify 2 quotes that are meaningful and important for the understanding of the story. * Write at least 2 sentences to explain your choice of quotes.   In class:   * Read quote #1. * Ask you friends when in the story these quotes are taken from. * Then, read you explanation. * Do the same for quote #2. |

|  |  |
| --- | --- |
| Quote #1 | Quote #2 |
| Explnanation #1 | Explanation #2 |

|  |
| --- |
| **Date of Lit o :** |
| **Chapters: 27** |

**Vocabulary and Idioms**

* Find the page and write a short and simple definition, in English.
* Do the same thing for 5 words/idioms that **YOU** find are difficult or new.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| p. | p. | p. | p. | p. |
|  |  |  |  |  |

**Questions**

* Write two questions Geneviève should ask in the reading check test. Also write the answer.

|  |  |  |  |
| --- | --- | --- | --- |
| Q1 |  | A1 |  |
| Q2 |  | A2 |  |

**Your role for this literature circle is …**

|  |
| --- |
| **Literature Inspector** |
| Instructions:  Homework:   * Read the last chapter. * Think about a different ending. * Make a list of the key ideas that your end for this book would include.   In class:   * Read and explain your personal ending to your partners. |

**I would have ended this story like this…**

|  |  |
| --- | --- |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |
| **6** |  |
| **7** |  |
| **8** |  |

**Before you punch out …**

**1) Critic of the Story:**

Did you like the story?

Identify two story elements you would change. What would you replace them for?



Change 1:

Change 2:

**1) How was the concept of IQ (intelligence) related to the story? Explain**.

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**Grade your partners**

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| --- | --- | --- | --- | --- |
|  | Involvement in the Lit o discussions  /5 | ALWAYS came to Lit o with a completed role sheet  /5 | This student always had read the chapters before the Lit o  /5 | Total  /15 |
| Student #1  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |
| Student #2  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |
| Student #3  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |