

# WOLF HOLLOW

Close Readings

# OVERVIEW OF CONTENTS

- 20 Close Reading Assignments
- Graphic Organizers to Scaffold Learning
- Post–Novel Discussion Activity
- Literary Skills–Based & Common Core–Aligned
- Digital Links for Google Drive™
- Answer Keys!

# CLOSE READINGS

<b>Close Reading 3</b>	Name: _____	Date: _____
<b>Chapter 5 – Character</b>		
• Characterization = Determining _____ or character _____ based on evidence.		
• _____ character = Character that changes		
• _____ character = Character that stays the same.		
Directions: Fill out the following graphic organizer.		
<b>Toby – What kind of person is he?</b>		
Evidence:		
Evidence:		
Evidence:		
<b>Character Analysis</b>		
1. What kind of person is Toby? Characterize him and support with textual evidence.		
_____		
_____		
_____		
_____		
2. Reread the beginning of Chapter 5. Summarize Annabelle and Toby's interaction. What happens? Support with textual evidence.		
_____		
_____		
_____		
_____		

➤ 20 Assignments

➤ Notes for  
Literary  
Elements

➤ Graphic  
Organizers to  
Scaffold  
Learning

➤ Literary Skills–  
Based

## Chapter 6 – Tone, Mood, and Word Choice

- Tone is the \_\_\_\_\_ of the author or character towards a subject.
- Mood is how the \_\_\_\_\_ feels or the \_\_\_\_\_ evoked by the work.
- One way tone and mood are accomplished is through \_\_\_\_\_.

\*Oftentimes, tone creates a mood in the text\*

Directions: Let's practice how tone can be created just by emphasizing specific words. Repeat the following sentences, emphasizing the **bold, underlined** words. Then write one word that describes the tone the sentence creates.

- I need your help. \_\_\_\_\_
- I **need** your help. \_\_\_\_\_
- I need **your** help. \_\_\_\_\_
- I need your **help**. \_\_\_\_\_

Let's Practice: Read the following passage, circling/highlighting words that contribute to the speaker's tone/feeling/attitude. Then, answer the questions that follow.

For the next few days, Betty seemed to ignore me. I walked to and from school without incident, spent each recess playing games with my friends, and took lessons at the chalkboard with Mrs. Taylor uneventfully, while Betty and Andy huddled at their desks behind her back, whispering and grinning. At recess, they disappeared, came back to lessons late, left school together, arrived the same way in the morning.

1. What is the narrator's attitude towards the events described in the passage? How does the author create this tone? Support with textual evidence.

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2. What mood does the narrator's tone towards the events described create? Support with evidence from the text.

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3. Why do you think the author uses this tone to create the mood you identified in #2? Support with evidence from the text.

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➤ Depth of Knowledge Questions

➤ Common Core-Aligned Material

➤ Great for Rotation Centers

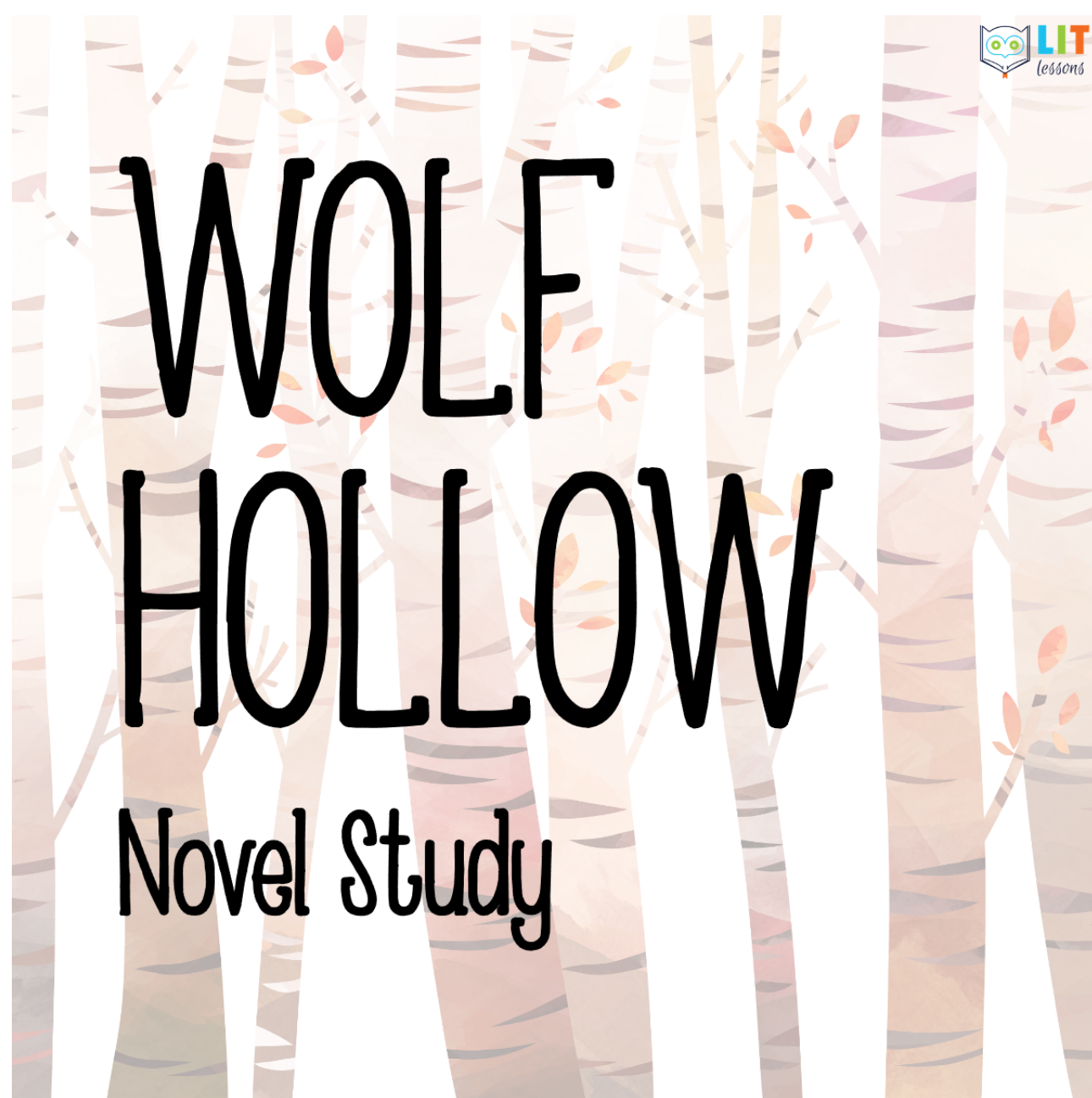
➤ Provides Flexibility & Helps Differentiate

RESOURCE ALSO INCLUDES...

Answer Keys ● Google Drive™ Links

# BUNDLE & SAVE!

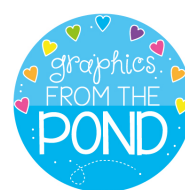
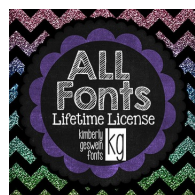
This resource is part of a comprehensive unit on *Wolf Hollow*! Click the cover below to preview all the resources available.



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