Welcome to sixth grade! To kick off your year, we will be discussing the novel *Because of Mr. Terupt*, as well as characters and themes involved. To successfully participate in class in September, please complete the following assignment:

1. Read *Because of Mr. Terupt* by Rob Buyea.  
   To make reading more manageable, set up a reading schedule. For example:
   - If you want to finish the book by the end of July: 8-9 pages per day  
   - If you want to finish the book by the end of August: 4-5 pages per day

2. The novel is divided into months. **At the end of each month**, complete the reading comprehension questions in this packet. Please answer these questions in as much detail as possible, as they will be very valuable resource when preparing for a test and writing assignment in September. Remember to write your responses using complete sentences (use part of the question in your answer).

3. At the conclusion of the novel, choose three characters or situations that have changed from the beginning to the end of the book. Explain how this person or situation went through a transformation using specific examples. There is an example included so that you can get an idea of what is expected of you.

4. When you return in September, there will be a test and a writing assignment that will take place on **Tuesday, September 15th**.
Directions: After reading each month, answer the questions below in FULL sentences. Be sure to be as detailed as possible, as these questions will be helpful with your first assignment in September.

SEPTEMBER

1. How does Peter put Mr. Terupt “to the test”?

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2. Where have Jessica and her mom just moved from? Where are they moving to? What school is she going to be attending?

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3. Why does Luke like school?

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4. How does Alexia get the girl war started?

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5. Why doesn’t Anna want to be noticed?

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OCTOBER

1. Why was Anna upset and crying over the plant experiment? What does this tell us about her?

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2. Why does Danielle’s family think Anna will be a bad influence? Is this a fair label of her? Why or why not?

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3. How does Alexia treat the other girls? Why do you think she acts like this?

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1. Why is Mr. Terupt having his class work with their Collaborative Classroom?

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2. Why does Jeffrey surprise Jessica in the Collaborative Classroom?

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3. “Our very own Dr. Jekyll and Mr. Hyde.” Who does this refer to and what does this mean?

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4. What is Jessica’s secret? With whom does she share it?

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DECEMBER

1. What does Mr. Terupt tell the girls to do when someone is being mean? Do you agree? Why or why not?

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2. What prank does Peter pull on Luke? How would you react to this?

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3. Why is it an ironic thought for Alexia to think that Mr. Terupt is being a bully to her when he pulls her into the hallway?

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4. What do we learn about Alexia that tells us why she is a bully?

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5. What is Jeffrey’s secret?

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6. What does Jessica say to Jeffrey that he has never heard, but needs to hear?

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**JANUARY**

1. Why does Anna feel like a mistake? How do you think this makes her feel?

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2. Why is Peter so excited?

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3. Why does Jessica think she was wrong about Luke?

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4. Why does Luke get angry at the winners of the reward system estimation?

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5. Jessica told Jeffrey that it was not his fault. Who else had told this to Jeffrey? Why was this important to Jeffrey?

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FEBRUARY

1. Why is Luke frustrated with Peter?

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2. Write down step by step events that lead to Peter throwing the snowball.

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3. What are the thoughts of the students in the class after the fateful snowball thrown?

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4. Which of the students feel as though it is their fault the snowball was thrown?

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5. Whose fault do you think the thrown snowball is? Why?

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6. Luke thinks, “Mr. Terupt should have stopped up. He let it get too far.” Do you agree with this? Why or why not?

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MARCH

1. Why psychological issues is Jeffrey dealing with?

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2. Danielle describes Grandma as “a piece of iron” because she is stubborn. What are some of the topics to which she is “unbendable”?

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3. Why is Alexia visiting Mr. Terupt? What does she need to tell him?

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4. How did Mr. Terupt bring the girls together even while in a coma?

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5. How does Mr. Terupt bring Anna and her mom together?

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APRIL

1. How did Grandma’s prayer take Danielle by surprise?

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2. What new causes Anna to go weak?

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3. Why is the Collaborative classroom having a surprise party?

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4. Why was Jeffrey so upset about James leaving?

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5. How did James get the students talking about forgiveness and blame?

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6. Why is Jeffrey’s silence at home absolute? How do you think he is feeling inside? How does Mr. Terupt help Jeffrey?

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MAY and JUNE

1. What does Peter share during the waiting room “class meeting”? How is he feeling?

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2. How does Anna help the group waiting during the surgery?
3. Why does Danielle think Anna is smart?

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4. Why do Jeffrey’s words to Jessica surprise her? How do they help her?

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5. When Mr. Terupt went to Peter, what did he show the class?

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Because of Mr. Terupt

Over the course of the story, many characters and situations change because of Mr. Terupt (hence the title). Use the t-charts below to help organize your ideas of change, and then use them to create a thorough essay explaining how those 3 people/situations changed because of Mr. Terupt.

Example:

<table>
<thead>
<tr>
<th>Person/Situation</th>
<th>Originally</th>
<th>How it changed because of Mr. Terupt</th>
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</thead>
<tbody>
<tr>
<td>Jeffrey</td>
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<tr>
<td></td>
<td>• Brother (Michael) died</td>
<td>• Mr T. taught him to forgive and try to break the silence</td>
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<td>• Mom and Dad don’t talk to him</td>
<td>• Not his fault (Jessica and his father told him)</td>
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<tr>
<td></td>
<td>• Thinks his brother's death is his fault</td>
<td>• After school, he would come home and lay with his mom and tell her it wasn’t her fault. Eventually, she got out of bed and dressed.</td>
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<td>• Mom never got out of bed/always in pajamas</td>
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