

STUDY GUIDE FOR *Blank Check*

SAMPLE

Inventive Ways to Involve Students

*What if You Were Asked to Help
Reinvent Public Schools?*



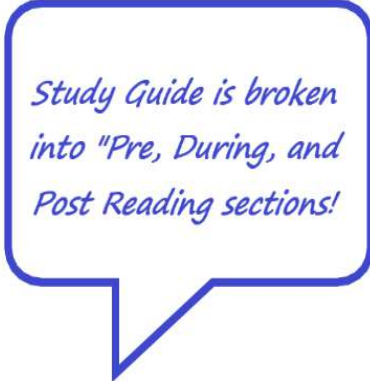
Companion workbook to the Novel
Blank Check

300 Vocabulary Terms and Literary Devices with 30 Activities
that Align to Every State's English and Reading Standards

AARON L. SMITH Ph.D.
CHRISTINE DITTMYRE M.Ed.

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into "Pre, During, and
Post Reading sections!"*

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Thoughtful questions to engage students!

During Reading

Student Discussion Questions

Several thought-provoking events unfold in *Blank Check*. In these teachable moments, readers will identify the critical thinking used by the characters in various situations. Review the questions from the corresponding chapters and answer them.

Stretch your imagination and immerse yourself in the novel! Only then will you have the true meaning behind the story.

Chapter 1 – Teach

1. How would you feel if you were being demoted for no justifiable reason?
2. What would have been a better way to give Josiah the news about being demoted?
3. If you were James, what else would you say to comfort Josiah?
4. Describe James's and Eleanor's feelings as they learn about Colby.
5. Instead of using a drone, what other tactics could have been used to assist Josiah, Bud, and Colby in their situation?

Discussion questions arranged by themes!

Thematic Connections

In this section, *Blank Check* is sliced into different perspectives. Look at each one and answer these questions.

FAMILY — Colby, Eleanor, and James Holloway

Colby's mother and father lived ordinary lives until James's injury. Afterward, their financial situation changed.

- How do you think their relationship compares to that of a typical family?
- Do you believe James and Eleanor spoil Colby?
- Does Colby get emotional when he does not get his way? If so, does he have a right to be upset?

SOCIETY

There exist many similarities between St. Andrews and our society today. Collaborate with your peers and respond to the points below:

- Too often, our society accepts complacency instead of doing the right thing.
- At what point should teenagers stand up for what is right?
- Should you accept all decisions and never question them?
- Why must students participate in their schools, in clubs such as the PTSA, SCA, and Honor Society?
- How can we encourage more community participation that will make parents, family members, and friends want to partner with the school?
- Sadly, people who live in poverty sometimes give up instead of working through challenges.
- What are some of the reasons people live in poverty?
- How would you entice people to change their situations, if they can?
- Is there a correlation between education and poverty? What is it?
- How can finding a career change a family's financial status?

Social Media Frenzy

***Student Activities are engaging, distance learning friendly, and help students develop real world skills!*

You're the new public relations officer for St. Andrews Public Schools. You're tasked with creating a social media campaign.

The first task is to "brand" the St. Andrews Public Schools. While building the brand, you acquire input from people about what they think should represent the school and community.

This means you must include:

- A new logo that represents the school district.
- Multiple #s that represents several groups within the district (be inclusive).
- Update the St. Andrews Page for Facebook, Instagram, Twitter, and LinkedIn.
- Create multiple posts and address critical people from the book. (i.e. Mayor Simon is @StAndrewsMayor).
- A short three- to five-minute video explaining the need to brand your district.

Prepare to launch the campaign next week. It will run for five days, where you'll post fifteen times over these days.

Take a template from Ditch That Textbook to prepare the best campaign possible.

Group all these elements into a single folder before you send it to Commissioner Hughes.

Resources

This section provides Internet resources for teachers and students to assist in developing their work. The literary devices, vocabulary lists, and state standards documents were included when the study guide was purchased. Use them to fill in details in your lessons. The materials allow you to manipulate the list into your needs. Check them out!

Vocabulary Lists

*All definitions retrieved from <https://merriam-webster.com>, 2020.

Word	Page	Definition
accumulated	224	gathered, collected, or amassed over time
ado	230	foolish or unnecessary talk, trouble, or activity
affluent	19	wealthy
ambush	248	to attack by surprise from a hidden place
anticipate	244	to give advance thought, discussion, or treatment to
apprised	253	to inform (someone)
ardent	138	having or showing very strong feelings
arduous	253	hard to accomplish or achieve; difficult
assess	29	to make a judgement about (something)
audit	227	a methodical examination and review
auspicious	144	showing or suggesting that success is likely
autonomy	70	the state of existing or acting separately from others
bureaucrats	111	one of the people who run a government or big company and who does everything according to the rules of that government or company
captivated	225	having one's interest or attention held or captured by something or someone charming, beautiful, entertaining, etc.

Vocabulary Lists with student friendly definitions.

catalyze	232	bring about; inspire
cleaves	169	to pass through something by or as if by cutting
commend	239	to praise (someone or something) in a serious and often public way
commotion	11	noisy confusion
concur	232	to express agreement
consignere	262	a person who serves as an adviser or counselor to the leader of a criminal organization
cringe	1	to feel disgust or embarrassment and often to show this feeling by a movement of your face or body
crucible	114	a place or situation that forces people to change or make difficult decisions
dais	260	a raised platform (as in a hall or large room)
DEFCON	3	any one of five levels of U.S. military defense readiness ranked from 5 to 1 according to the perceived threat to national security, with 1 indicating the highest level of perceived threat
demote	4	to reduce to a lower grade or rank
desalination	238	to remove salt from (something, such as water)
deter	79	to cause (someone) to decide not to do something
deterrents	186	Discouraging, prevent, or inhibit; deterring
deviate	121	to do something that is different or to differ from what is usual or expected
disarray	173	lack of order or sequence
dread	261	to fear greatly
drivel	104	nonsense
eerie	78	strange and mysterious
embark	222	to go on board a vehicle for transportation

Literary Devices
identified!

Literary Devices

Literary Device	Page	Example
Alliteration	8	shocked speechless
Alliteration	48	Gizmo Gadget
Alliteration	52	sky started spinning
Alliteration	56	pass painfully
Alliteration	77	welcome wagon
Alliteration	146	big black bell
Alliteration	213	far fetched
Alliteration	238	storm surges
Alliteration	250	fuzzy feelings
Allusion	3	General George Patton: a high-ranking WWII general, who led the U.S. 7th Army in its invasion of Sicily and northern France in the summer of 1944
Allusion	18	Dateline: NBC TV show made up of mysteries, documentaries, and in-depth investigations
Allusion	25	Resistance is futile: reference to Star Trek, specifically the Borg
Allusion	31	Bozo the Clown: a clown character created for children's entertainment in 1946
Allusion	33	...I am Army Strong. Referencing to the slogan created for the Army in 2006
Allusion	38	O.K Corral: It is generally regarded as the most famous shootout in the history of the American Wild West. (Tombstone, AZ-1881)

*State Standards are listed including
Common Core!*

Virginia

Virginia's English Standards of Learning				
Grade	Reading	Vocabulary	Writing & Grammar	Communication and Multimodal Literacies
6	6.5 a-h, j, k	6.4 a-f	6.7 a-d, f-l	6.1 a-j
			6.8 a-h	
7	7.5 a-e,g,i,j	7.4 a-g	7.7 a-n	7.1 a-j
			7.8 a-f	
8	8.5 a-f,j	8.4 a-g	8.7 a-l	8.1 a-g
			8.8 a-g	
9	9.4 a-g,i,j,l	9.3 a-d,f	9.6 a-l	9.1 a-k
			9.7 a-e	
10	10.4 a,e-i,k,m	10.3 a-d,f	10.6 a-n	10.1 a-k
			10.7 a-e	
11	11.4 f,h,j	11.3 a-d,f	11.6 a-h	11.1 a-i
			11.7 a-c	
12	12.4 b,h	12.3 a-e	12.6 a-i	12.1 a-g
			2.7 a-c	

Common Core

Common Core Standards For English Language Arts

Grade	Reading Standards for Informational Text	Language Standards 6–12	Writing Standards 6–12	Language Progressive Skills by Grade
6	Key Ideas & Details 1–3	Conventions of Standard English 1a–e	Text Types & Purposes 1a–e	L.3.1.f, L.3.3a
	Craft & Structure 4–6	Conventions of Standard English 2a–b	Text Types & Purposes 2a–f	L.4.1f, g
		Knowledge of Language 3a–b	Text Types & Purposes 3a–e	L.4.3a, b
	Integration of Knowledge & Ideas 7,9	Vocabulary Acquisition & Use 4a–d	Production & Distribution of Writing 4–6	L.5.1d
		Vocabulary Acquisition & Use 5a–c		L.5.2a
	Range of Reading & Level of Text Complexity 10	Vocabulary Acquisition & Use 6	Range of Writing 10	L.6.1c, d, e
L.6.3a, b				
7	Key Ideas & Details 1–3	Conventions of Standard English 1a–c	Text Types & Purposes 1a–e	L.3.1.f, L.3.3a
	Craft & Structure 4–6	Conventions of Standard English 2a–b	Text Types & Purposes 2a–f	L.4.1f, g
		Knowledge of Language 3a	Text Types & Purposes 3a–e	L.4.3a, b
	Integration of Knowledge & Ideas 7,9	Vocabulary Acquisition & Use 4a–d	Production & Distribution of Writing 4–6	L.5.1d
		Vocabulary Acquisition & Use 5a–c		L.5.2a
	Range of Reading & Level of Text Complexity 10	Vocabulary Acquisition & Use 6	Range of Writing 10	L.6.1c, d, e
L.6.3a, b				
L.7.1c				
L.7.3a				