



Prestwick House
Activity Pack™

Sample



Prestwick House

Activity Pack
Literature Made Fun!

Click here
to learn more
about this
Activity Pack!



Click here
to find more
Classroom Resources
for this title!



Prestwick House

More from Prestwick House

Literature

Literary Touchstone Classics
Literature Teaching Units

Grammar and Writing

College and Career Readiness: Writing
Grammar for Writing

Vocabulary

Vocabulary Power Plus
Vocabulary from Latin and Greek Roots

Reading

Reading Informational Texts
Reading Literature



 **Prestwick House**
Activity Pack
Literature Made Fun!



Tangerine
BY EDWARD BLOOR



Prestwick House

Copyright © 2008 by Prestwick House, Inc., P.O. Box 658, Clayton, DE 19938.
1-800-932-4593 • www.prestwickhouse.com
Permission to copy this unit for classroom use is extended to purchaser for his or her personal use. This material, in whole or part, may not be copied for resale.

ISBN 978-1-60389-300-8
Item No. 303043

Table of Contents

Pre-Reading

Anticipation Guide	6
Anticipation Guide	6
Research Setting.....	10
Author Background	12

During Reading

Chapter Titles	14
Chapter Titles Chart	14
Identifying Foreshadowing.....	20
Examples of Foreshadowing Chart.....	20

Prologue – Saturday, August 19, later

Letter to the Editor	24
Recognizing Figurative Language.....	26
Recognizing Figurative Language Chart.....	26
Rewriting Figurative Language.....	28
Recognizing Figurative Language Chart.....	28

Monday, August 21 – Wednesday, August 30

Compare and Contrast	30
Football vs. Soccer Venn Diagram	32

Thursday, August 31 – Thursday, September 7

Writing a Letter	34
Mrs. Fisher vs. Coach Warner Chart	34

Friday, September 8 – Friday, September 15

Speech Writing	36
Creating a Newscast	38
Creative Writing	40
Sinkhole Images Chart.....	40
Analyzing Cause and Effect.....	42
Cause and Effect Chart	42
Writing a Eulogy.....	44

Monday, September 18 – Wednesday, September 20

Point of View	46
Comparing and Contrasting.....	48
Comparing and Contrasting Lake Windsor Middle and Tangerine Middle Chart	48

Friday, September 22 – Tuesday, September 26

Journal Entry	50
---------------------	----

Wednesday, September 27 – Thursday, October 5	
Role Playing.....	52
Art Activity	54
Images of Tomas Cruz Groves/Nursery Chart	54
Thursday, November 2 – Friday, November 9	
Creative Writing	56
What's Everyone Up To? Chart	56
Interview.....	58
Summary of Betty Bright's Career	58
Interview Questions.....	58
Talk Show	64
Monday, November 20 – Thursday, November 23, Thanksgiving	
Summarizing.....	66
Who'd Doing What To Save The Tangerines Chart	66
Friday, November 24 – Friday, December 1	
Writing a Poem.....	68
Analyzing Poetry	72
Connections Between the Poem and <i>Tangerine</i> Chart	74
Saturday, December 2 – Wednesday, December 6	
Reference Letter for College Application.....	76
Paul's Best Qualities Chart.....	76
Character Comparison	78
Comparison of Paul and Antoine Chart	78
Letter to the Editor	80
Monday, November 20 – Wednesday, December 6	
Creating a Newspaper Front Page	82
Saturday, December 2 – Wednesday, December 6	
Primary Source Research	84
Wanted Poster	86
Wrap-Up	
Casting Call	88
Exploring Stereotypes.....	90
Smashing Stereotypes Chart	92
Crossword Puzzle	94
Examination of Motif	96
Perfect on the Surface Chart	96
Designing a Book Cover	98
Themes and Imagery in <i>Tangerine</i> Chart	100
Writing a Review	102
Letter to the Author.....	104

Name: _____

Date: _____

Pre-Reading**Anticipation Guide**

Objectives: Making predictions about the novel
Thinking about themes of the novel before reading

Activity

Complete the following Anticipation Guide.

An Anticipation Guide is a series of questions or statements that relate to the novel you are getting ready to read. It is a way of considering some of the themes or ideas for yourself before you see how they are treated in the novel.

On the line beside each statement, place an "A" if you agree with the statement or a "D" if you disagree with the statement. Then, make your prediction about the plot of the play in the space provided.

ANTICIPATION GUIDE

Instructions: Write "A" on the line if you agree with the statement; write "D" on the line if you disagree with the statement.

- _____ 1. It is okay to protect someone who has committed a crime if he or she is your relative.
- _____ 2. There are instances when stealing is okay.
- _____ 3. Most parents favor one of their children over another.
- _____ 4. It should be expected that kids will make poor decisions; therefore, they should be given a second chance.
- _____ 5. First impressions are usually true.
- _____ 6. Beauty is only skin deep.
- _____ 7. A person who helped commit a crime should receive the same punishment as the person who actually committed the crime.
- _____ 8. It is okay to hurt someone if you are defending someone else.

Name: _____

Date: _____

During Reading**Chapter Titles****Objective:** Identifying the main idea of each section and naming the chapter appropriately**Activity**

As you read the novel, choose a name for each section as defined below.

Each time you read a section, record on the chart what you believe is the main idea of that section. Then, come up with a title that reflects the main idea. The first one has been done for you.

CHAPTER TITLES CHART

Section	Main Ideas	New Title
Prologue – Saturday, August 19, later		
Monday, August 21 – Wednesday, August 30		
Thursday, August 31 – Thursday, September 7		

Name: _____

Date: _____

Monday, August 21 – Wednesday, August 30**Compare and Contrast****Objective:** Comparing and contrasting football and soccer**Activity**

The Fisher's house is a house divided: Paul plays soccer, while his brother plays football. During this section of the novel, the reader can more clearly sense the tension between Paul and Mr. Fisher. Mr. Fisher obviously favors Erik because he is much more invested in Erik's football endeavors than in Paul's soccer experience. Paul does not understand why his father favors Erik or favors football. He says:

I don't understand why Dad loves football....It's boring. You just stand around most of the time waiting for somebody to tell you what to do. And in the end, some guy like Erik who hasn't even worked up a sweat can come in and grab all the glory. It doesn't work that way in soccer.

In this activity, compare and contrast the two sports using a Venn diagram on the following page. In the two, separate spaces, list characteristics that are unique to each sport; in the center, list characteristics the two sports have in common. In addition to the rules of both sports, also include the similarities and differences in the sports' cultures. How are football players and their fans different than soccer players and their fans? An example is provided to get you started.

Name: _____

Date: _____

Friday, September 22 – Tuesday, September 26**Journal Entry****Objective:** Making a connection between the novel and real life**Activity**

Betty Bright is a special person. She has single-handedly turned a group of rough-and-tumble kids into a successful, functional team. She has taught them patience, self-control, and the value of hard work. Her players love her so much that they would do anything to please her and would be devastated if she were ever disappointed in them. From the very first game, Paul knows that he and the War Eagles are lucky to have such an inspiring, caring, and competent coach.

The game against Palmetto proves to be a challenging one. Not only do the Whippoorwill fans jeer and spit at the War Eagles, but also the game is disrupted by a thunderstorm, and the referee is apathetic. It seems the odds are against Paul's team.

At this pivotal moment, Coach Bright encourages her team to take the high road and not respond in anger to the fans, the opponents, or the referee. She tells them to play the best game they can. She says, "There's no way this team can beat you. You can only beat yourselves."

Write a journal entry of at least one page in which you describe a time you felt the odds were against you and you gave up. Was it a lack of effort that caused you to fail or nearly fail? Was it fear? Or poor judgment? Summarize the event and then explain how you prevented yourself from being successful.

Name: _____

Date: _____

Thursday, November 2 – Friday, November 9**Talk Show**

Objectives: Transforming information from the novel into a new format
Writing a script

Activity

Paul is pleased to see his soccer team and coach featured in the *Tangerine Times*. The story includes information about the county's top three scorers, Tangerine Middle's scoring record, and Betty Bright's controversial experience at the Pan Am Games. Perhaps after this illuminating article about a small middle school soccer team, the local television stations would be interested in the team.

Imagine that the team has been invited to a local television station for a live interview during the morning news program. Work in a group to cast parts and write the script for the interview. The parts you need are Paul, Victor, Maya, Shandra, Coach Bright, and the reporter. Your interview should last approximately 5 minutes. We have provided a script sample to get you started:

Sample:

Reporter (*smiling enthusiastically*): We're back, everyone, and we're pleased and honored to have with us in the studio today members of the undefeated Tangerine Middle School soccer team. Welcome, War Eagles!

Name: _____

Date: _____

Wrap-Up

Exploring Stereotypes

Objective: Using events from the novel to show how stereotypes are invalid

Activity

One great feature of *Tangerine* is that it exposes some established stereotypes without being preachy or demoralizing. Bloor presents readers with many types of characters, and when readers are surprised at what they do, it is partly because they have predetermined expectations of certain “types” of people. Bloor’s novel shows readers that people cannot be classified.

In the chart on the following page, there is a list of types of people. For this activity, write the traits that those people stereotypically possess and provide evidence from the novel that disproves each stereotype. Try to provide more than one piece of evidence per character type. There is room in the chart for you to add additional stereotypes if you think of any.