



# Rules

by Cynthia Lord

## Teacher's Guide

Written By Mary Ellen Snodgrass

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## Synopsis

### Chapter 1: Follow the Rules.

On the first day of summer vacation, twelve-year-old Catherine takes her eight-year-old autistic brother David to the car for a biweekly clinic appointment for occupational therapy. David prefers the video store. He responds to certainties and rules. The previous month, Mrs. Bowman sold the house next door. Catherine looks forward to a new friendship unspoiled by David's unpredictable behavior. She keeps a list of rules for David in her sketchbook. Mom longs for David to be independent.

### Chapter 2: Don't Run Down the Clinic Hallway.

David began therapy at age three. Jason Morehouse began coming after Christmas. Catherine uses the time to be alone with Mom. While Stephanie helps David, Mom reads a Harry Potter book to her daughter. Catherine sketches Jason in his wheelchair, where he touches word cards to communicate. He objects to being drawn. Catherine hopes Jason's mother buys the guitar he wants. After he leaves, Mrs. Morehouse returns to report that Jason likes the drawing, which pictures a flashlight signaling from a window. Catherine gives Jason the picture.

### Chapter 3: If It's Too Loud, Cover Your Ears Or Ask the Other Person to Be Quiet.

On the ride home, David is sensitive to noise. Catherine recalls shoving Ryan Deschaine for mocking David. She tells David not to greet Ryan, who only pretends to be a friend. At 4:45 p.m., the Pattersons arrive next door. Dad is late coming home from his pharmacy; Mom works at home preparing taxes. The new neighbor hears David screaming that Dad hasn't arrived. At 5:42, Dad takes David in the car to the video store.

### Chapter 4: Sometimes You've Gotta Work with What You've Got.

Catherine tries to deliver homemade cookies on Wednesday morning, but the Pattersons are gone. At the clinic, Jason signals thanks for the picture, which he wanted hung on his wall. Mrs. Morehouse adds Catherine's name to Jason's communication book. Catherine draws a picture on the card. Jason taps "Thank you" and demands more pictures. He and Catherine share a private joke about the "stupid speech woman."

### Chapter 5: If You Don't Have the Words You Need, Borrow Someone Else's.

Among treasures, the guinea pigs Cinnamon and Nutmeg, and art supplies in her room, Catherine plans seven signal cards for Jason. While she plucks a Barbie doll out of the fish tank, the girl next door waves. When water splashes his pants, David pulls them off in front of the new girl and Ryan.

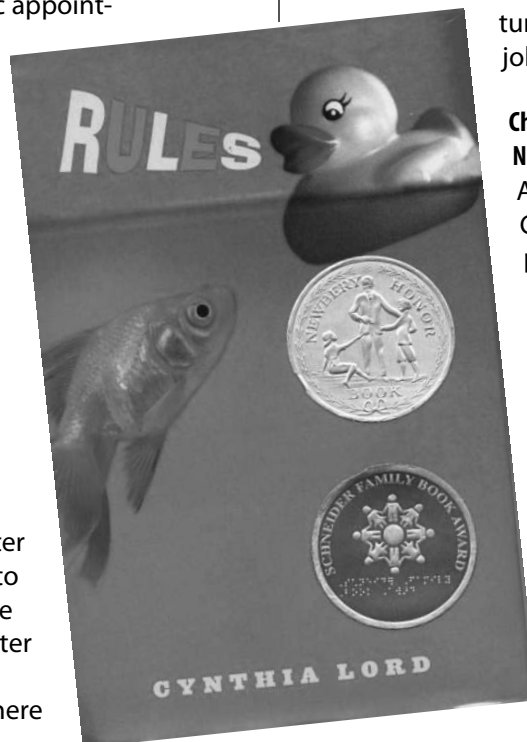
### Chapter 6: Sometimes Things Work Out, But Don't Count on It.

Mom proposes inviting the neighbors to a Saturday barbeque. Catherine fears that David will do something embarrassing. She believes that her mother favors

David's needs and expects too much of Catherine. Mrs. Patterson reports that Kristi is spending the weekend with her dad. David's alarm at a bee ends the conversation. His parents argue about not babying their son. Catherine lies that the Pattersons are too busy to accept the invitation.

### Chapter 7: Saying You'll Do Something Means You Have to Do It—Unless You Have a Very Good Excuse.

At the clinic, Catherine brings the seven signal cards and offers her CD player to Jason. He asks for more volume and signals that Catherine is a friend. She explains the signal cards for "gross" and "guinea pig." Jason doesn't understand "rule." She explains David's need to shut basement doors. Jason indicates he has a brother, Matt, who is five years older. She explains that her pet guinea pigs eat pellets and carrots. He thanks her for new



words and asks for more. Jason mocks his speech therapist for patronizing him.

### **Chapter 8: If You Can Only Choose One, Pick Carefully.**

While David stops and replays his Thomas the Tank Engine video, Catherine draws idiomatic expressions on Jason's signal cards. Mom ushers Kristi into Catherine's room. While they talk, David disappears from the living room and shrieks until his sister repairs his cassette tape. Kristi cuddles the guinea pigs as Catherine retrieves a toy cowboy from the fish tank. To end babysitting, Catherine shoves David into Mom's office. Kristi admires Catherine's drawing of Jason. The two girls go to the Pattersons' house to watch television.

### **Chapter 9: At Someone Else's House, You Have to Follow Their Rules.**

Kristi's room is girlish. She and Catherine discuss dating. Kristi is interested in Ryan. She suggests that Catherine invite Jason to a summer dance. The girls are shooting Kristi's basketball when Dad arrives with David. Catherine interrupts before Kristi has to explain to Dad that the Pattersons are separated. Mom reports that Jason missed Catherine at the clinic and sent a present—carrots for the guinea pigs.

### **Chapter 10: If It Fits in Your Mouth, It's Food.**

On Tuesday, Catherine introduces Jason to Nutmeg and introduces him to new words and the music of Avril Lavigne. Nutmeg chews a signal card. Catherine decides to make more words for Jason.

### **Chapter 11: Sometimes People Laugh When They Like You. But Sometimes They Laugh to Hurt You.**

As a reward for babysitting David and for helping Jason with more words, Mom buys Catherine forty-eight colored pencils, paper, and a paper cutter. Kristi plays basketball with Ryan as the car reaches the drive. David asks for a turn with the ball. Kristi inquires about "OT." Ryan teases David by making him jump, then rewarding him with an empty gum wrapper. Catherine calls Ryan a jerk and argues with her mother over David's demands. David makes amends with his cassette.

### **Chapter 12: Open Closet Doors Carefully. Sometimes Things Fall Out.**

Catherine sketches her frustration. She tells Jason her words are bad, but he asks for them anyway. She explains how the encounter with Kristi and Ryan ruined their meeting. Jason wishes to die; he feels incomplete. Catherine admits she feels torn. Jason dreams that he can run. He begs for a fast wheelchair ride in the park. She pushes him past his mother and makes a second circuit to the encouragement of strangers.

### **Chapter 13: Sometimes People Don't Answer Because They Didn't Hear You. Other Times It's Because They Don't Want to Hear You.**

While Catherine chooses new words to describe running, her dad holds up the year's first tomato. He has no time to spend alone with her. At 3 p.m., David demands to go to the video store. Catherine tries to get her father to show a preference for her.

### **Chapter 14: No Toys in the Fish Tank.**

At 9 on Monday morning, Catherine proposes that she and Kristi go to the pond. While Mom disciplines David, Catherine hurries away. Kristi is uncertain about swimming in a pond. She complains about living with separated parents. Catherine swims away from Kristi's apology for Ryan's rudeness to David. The girls make wishes: Kristi wants the parental separation to end; Catherine secretly wants David to be normal. When Ryan arrives, Kristi asks Catherine to double-date to the Saturday dance. Catherine is troubled.

### **Chapter 15: Solving One Problem Can Create Another.**

Jason guides a new wheelchair with a joystick and invites Catherine outside. They approach the waterfront, where Kristi guides a child. Jason compliments Catherine's looks. He asks her to his birthday party on Saturday.

### **Chapter 16: No Dancing Unless I'm Alone in My Room or It's Pitch-Black Dark.**

Catherine explains about the birthday party taking precedence over the dance. Kristi asks for help with posters noting the admission table and refreshment center. When David interrupts, Kristi invites him to dance. Catherine stops the music. The girls argue.

### **Chapter 17: Not Everything Worth Keeping Has to Be Useful.**

At Elliot's Antiques, Catherine shops for a guitar, which she hides in the car. Jason asks David to the party as well. For new words, Jason wants to be pictured in the wheelchair. He glides away, leaving Catherine concealing the word "together."

### **Chapter 18: Pantless Brothers Are Not My Problem.**

Before the 1 p.m. party on Saturday, Catherine gives David his rules. Matt answers the door. Jason and Catherine make up for their disagreement. In his room, he shows her his keyboard. He is pleased by the guitar and plays original music for her. After they eat birthday cake, he invites her to the dance at the community center. When Catherine refuses because she can't dance, he accuses her of making excuses.

**Chapter 19: Some People Think They Know Who You Are, When Really They Don't.**

Catherine is furious that David opened a door at Jason's house. She entertains him with a puzzle and misses having Melissa for a confidante. David screams that his cassette is broken. Catherine phones Jason to invite him to the dance. She orders her father to buy David a new cassette and video player and to come home immediately from the pharmacy.

**Chapter 20: Late Doesn't Mean Not Coming.**

Catherine extends her confrontation with Dad until he confesses that she matters to him. Dad, David, and Catherine enter the community center and enjoy the atmosphere of the dance. She wishes that everyone had a chance to be normal.

**Chapter 21: A Real Conversation Takes Two People.**

Catherine sits waiting on the bleachers for Jason. She confesses to him her sadness at how kids treat David. Kristi and Ryan show little interest in Jason. Catherine feels guilty about their snub. Jason invites her to dance.

**Chapter 22: If You Need to Borrow Words, Arnold Lobel Wrote Some Good Ones.**

Before bedtime, Catherine longs for Melissa's return. David puts his toy wizard in the fish tank, and shows Catherine. Catherine enjoys his mischief, and the two share a happy moment together, quoting to each other from Arnold Lobel's Frog and Toad books.

**Timeline of the Action**

<b>five years before</b>	Catherine's three-year-old brother David begins occupational therapy for autism.
<b>three years before</b>	Catherine paints guinea pigs dancing.
<b>Christmas before</b>	Jason Morehouse begins occupational therapy.
<b>a month before</b>	Mrs. Bowman sells her house.
<b>First day of summer vacation</b>	Catherine accompanies David to occupational therapy and sketches Jason in his wheelchair.
<b>4:45 p.m.</b>	The Pattersons arrive next door.
<b>5:42 p.m.</b>	Dad takes David in the car to the video store.
<b>Wednesday morning</b>	Catherine tries to deliver

homemade cookies to the Pattersons, who are away. Jason signals thanks for the picture; Mrs. Morehouse adds Catherine's name to Jason's communication book. Catherine plans seven signal cards for Jason. Mom proposes inviting the neighbors to a Saturday barbeque. Mrs. Patterson reports that Kristi is spending the weekend with her dad. Catherine brings the seven signal cards and offers her CD player to Jason. Kristi admires Catherine's drawing of Jason. Jason misses Catherine and sends carrots for the guinea pigs. Catherine introduces Jason to Nutmeg. Ryan teases David by making him jump, then rewarding him with an empty gum wrapper. Jason signs his wish to die. Catherine gives him a fast wheelchair ride in the parking lot. Kristi is uncertain about swimming in a pond. She asks Catherine to double-date to the Saturday dance. Jason guides a new wheelchair to the waterfront and asks Catherine to his birthday party. At Elliot's Antiques, Catherine shops for a guitar. At the birthday party, Catherine refuses Jason's invitation to the dance. Catherine orders her father to buy David a new cassette and to come home immediately. Kristi and Ryan show little interest in Jason. Catherine dances with Jason.

**Thursday**

**that evening**

**Saturday morning**

**before lunch**

**Tuesday**

**later**

**Thursday**

**Tuesday**

**after the appointment**

**Thursday**

**9 a.m. Monday**

**Tuesday**

**Thursday**

**1 p.m. Saturday**

**later**

**after 7 p.m.**

## Author Sketch

Cynthia "Cindy" Lord maintains a child's perspective in fiction. A dreamy, creative girl from rural Rochester, New Hampshire, she kept pets and enjoyed the county fair swimming and ice skating at a local lake. At age four, she began writing by dictating the song "Ding Dong the Cherries Sing" to her older sister. Cindy advanced to writing ghost stories and Sunday School dramas pecked out on a Royal typewriter. In high school, she paced herself as a writer of drama, verse, newsletters, and serialized fiction, which she passed among friends. In college, she took writing courses and entered short story contests. After marriage, she taught first and sixth grade, worked offshore at a one-room island school, and planned curriculum for publishing houses. She left the classroom to raise a daughter and son in Topsham, Maine. Her son was diagnosed with autism in 1995.



After jobs as a bookseller and behavioral therapist, Lord began writing teaching materials, adult short fiction, catalogs, and chapter books for her daughter that the author set in Maine. In 2000, she produced her first Young Adult book with *Rules*, published by Scholastic Press. Professionally, she relies on a pre-dawn writing schedule at a home office overlooking the coastline. To achieve verisimilitude, she holds objects in her hands and experiences sensory impressions, like standing in flowing water. For a break, she works at the Bowdoin College Library in Brunswick and makes appearances at writing workshops, schools, libraries, and teacher conferences. Setting the pace is an adage by Aristotle: "We are what we repeatedly do. Excellence, then, is not an act but a habit."

## Critic's Corner

In an interview, Cynthia Lord stated her personal connection with the subject of autism: "A family that includes a child with severe special needs has unique dynamics, and I wanted to both explore and celebrate that difference." She achieved that aim with *Rules*, a book popular with parents, therapists, teachers, homeschoolers, and librarians for reading aloud and discussion.

Critics admire the shades of emotion in Lord's family settings, which range from humor, the release valve, to poignancy, loss, and anger. In 2006, *Booklist* declared *Rules* "a heartwarming first novel." The following year, the novel was a Newbery Honor book, and won the Schneider Family Book Award, the Mitten Award from

the Michigan Library Association, a New York Public Library citation, and a National Council of Teachers Notable book. In addition, *Rules* received Kids' Choice nominations in twenty-five states.

## Bibliography

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- "Children's Best Sellers," *New York Times Book Review* (11 February 2007): 18.
- Dobrez, Cindy. "Rules," *Booklist* 102, no. 12 (15 February 2006): 98-99.
- "Hurtful Labels Impede Understanding; Helpful Books Open Minds and Hearts," *Winston-Salem Journal* (23 January 2007).
- The Newbery and Caldecott Awards: A Guide to the Medal and Honor Books*. Chicago: American Library Association, 2007.
- "Normal Is Just a Word," *Chicago Tribune* (2 May 2006).
- Roback, Diane. "Children's Fiction Bestsellers," *Publishers Weekly* 254, no. 15 (9 April 2007): 18.
- "Review: Rules," *Kirkus Reviews* 74, no. 5 (1 March 2006): 234.
- "Review: Rules," *Library Media Connection* 25, no. 2 (October 2006): 70.
- "Review: Rules," *Washington Post* (16 April 2006): D6.
- Schulte, Mary. "For Young Readers," *Kansas City Star* (23 September 2007).
- "Serious Themes Dominate Children's Book Awards," *St. Louis Post-Dispatch* (28 January 2007).
- Trierweiler, Hannah. "Best Books on Friendship for Tweens," *Instructor* 117, no. 1 (August 2007): 75.
- Wojahn, Rebecca Hogue. "Talking with Cynthia Lord," *Book Links* 17, no. 2 (November 2007): 35-37.

## Selected Other Works by Cynthia Lord

- Rules*, 2006
- Touch Blue*, 2008
- Hot Rod Hamster*, 2009

### MEDIA VERSIONS

*Rules*, Recorded Books, 2007 (read by Jessica Almasy); available on CD or as an audio download.

## The Importance of Setting

The placement of *Rules* in a community exhibits the difficulties of helping handicapped people and their caregivers to enjoy normal activities. By inserting the Patterson family into the neighborhood, the author introduces Kristi and her mother to David's bizarre outbursts and shrieking. The introduction of newcomers illustrates Catherine's misgivings about being perceived by outsiders as different or pitiable. By withdrawing from home to swim and sunbathe with Kristi at the pond, Catherine tries to normalize her friendship. Their attempt to draw posters in Catherine's room increases her nervousness and shame at having an unruly little brother.

In the clinic, disability is the norm. Among other parents, Mom and Catherine greet regulars to the appointment time. They view a mother with a Down syndrome baby and Mrs. Morehouse wheeling Jason up the ramp for his therapy session. To free him from control, Catherine agrees to race him around the parking lot. Their departure from the clinic to the waterfront subjects Jason to the pity and stares of pedestrians, whose rudeness angers Catherine. The situation liberates both to consider the role of handicapped people in ordinary surroundings.

The birthday party at the Morehouse residence and the Saturday dance at the community center allow both David and Jason to behave as normally as they are able with partygoers. David loves cake at Jason's house and, with his father, enjoys the community center lights. Jason shows Catherine the individual accomplishments of playing a keyboard instrument and meeting with friends. When the two characters dance, they both shed inhibitions to strengthen their friendship with fun and relaxation.

## Literary Terms and Applications

For a better understanding of Cynthia Lord's style, present the following terms and applications to *Rules*:

**Foreshadowing:** a series of hints at themes and events yet to develop in the story. The story builds intensity through Catherine's involvement in making signal cards for Jason's communication book. By introducing him to slang terms that vent emotions, Catherine shares her normality and her concern for an inhibited boy her own age. The development of their friendship suggests different perspectives on her misery at home and her rela-

tionship with an autistic brother.

**Symbol:** a concrete object that represents a complex or abstract idea or relationship and implies more than the literal meaning of the word or words. The author uses symbolism to enhance the concepts of liberation and limitations, such as strokes of colored pencils, a swim in the pond, and a run in the parking lot to illustrate the freedoms available to a normal body.

Contrasted by a wheelchair, caged guinea pigs, and a book of rules, the aspects of a free life remind Catherine how blessed she is in comparison to David and Jason.

**Universality:** a quality or theme that applies to all people at all times. The cyclical humanistic motifs of growing up, playing and exercising, selecting a friend, and developing artistic talents precede the greater theme, which is the blessing of a whole body. Catherine learns to accept David as a sibling and to admire Jason as a friend in contrast with the ridicule and sneers of people like Ryan and Kristi.

## Related Reading

Natalie Babbitt, *Tuck Everlasting*  
 William Faulkner, "Two Soldiers"  
 Robert Frost, "Out, Out—" and "Birches"  
 Jean Craighead George, *My Side of the Mountain*  
 Kaye Gibbons, *Ellen Foster*  
 Judith Guest, *Ordinary People*  
 Joyce Moyer Hostetter, *Blue*  
 James Hurst, "The Scarlet Ibis"  
 Lois Lowry, *The Messenger*  
 Carson McCullers, "Sucker"  
 Walter Dean Myers, *Fast Sam, Cool Clyde and Stuff*  
 Scott O'Dell, *The Island of the Blue Dolphins*  
 Gary Paulsen, *Hatchet*  
 Richard Peck, *A Long Way from Chicago*  
 Robert Newton Peck, *A Day No Pigs Would Die*  
 Cynthia Rylant, *Missing May*  
 Jane Wagner, *J.T.*  
 Yoko Kawashima Watkins, *So Far from the Bamboo Grove*  
 Ruth White, *Belle Prater's Boy*  
 Ron Woods, *The Hero*

## Cross-Curricular Sources

For related reading and more information about *Rules*, autism, speechlessness, family struggles, occupational therapy, behavior control, and motorized wheelchairs consult these sources:

## Articles

"Autism Society of America," <http://www.autism-society.org/site/PageServer>.

"Occupational Therapy," [http://kidshealth.org/parent/system/ill/occupational\\_therapy.html](http://kidshealth.org/parent/system/ill/occupational_therapy.html)

"The Wheelchair Site," <http://www.thewheelchairsite.com/motorized-wheelchairs.aspx>.

## Audiocassette

*Ordinary People*

## Multimedia

*We're a Family*, Sunburst

## Novels

*Blue*

*A Day No Pigs Would Die*

*Ellen Foster*

*Freak the Mighty*

*A Long Way from Chicago*

*Missing May*

*Ordinary People*

*So Far from the Bamboo Grove*

## Plays

*J.T.*

## Poems

"Birches"

"Out, Out—"

## Reference

*Aphasia Inside Out*

*The Autism Acceptance Book: Being a Friend to Someone with Autism*

*Ten Things Every Child with Autism Wishes You Knew*

*1001 Great Ideas for Teaching and Raising Children with Autism*

*Workbook for Aphasia*

## Short Stories

"The Scarlet Ibis"

"Sucker"

"Two Soldiers"

## Videos

*Babe—Pig in the City*

*Because of Winn-Dixie*

*Charlotte's Web*

*Cross Creek*

*Ellen Foster*

*E.T.*

*Huckleberry Finn*

*Leaving Neverland*

*Little Women*

*The Member of the Wedding*

*Ordinary People*

*To Kill a Mockingbird*

*Watership Down*

## Themes and Motifs

A study of the central issues and situations in Cynthia Lord's *Rules* should include these aspects:

### Themes

- family
- striving
- change
- ridicule
- loss
- outsiders
- love
- friends
- social status
- guilt
- regret
- siblings
- individualism
- compassion
- inclusion

### Motifs

- family values for handicapped people
- befriending a disabled person
- family reintegration
- seeking normality
- gaining father love
- respecting human limitations

## General Objectives

1. To discuss the faults of community and family
2. To characterize deviation from expected behaviors
3. To discuss the expression of individual talents
4. To outline the relationship between parent and disabled child
5. To contrast types of group activities and summer fun
6. To note the value of nonverbal communication
7. To read aloud examples of advice, vernacular speech, and humor

8. To study the storytelling convention of literary foils
9. To enumerate examples of exclusion and bullying
10. To explain the universality of human limitations

## Specific Objectives

1. To describe the welcome of outsiders to a neighborhood
2. To recount how and why Catherine becomes Jason's friend and defender
3. To discuss public curiosity and pity toward disabled people
4. To explain how David's family adapts to his childish demands
5. To account for Jason's wish to die
6. To characterize relationships at the clinic
7. To list incidents illustrating creativity, hope, regret, shame, and longing
8. To evaluate changes in Jason
9. To account for Jason's desire to run and to keep secrets
10. To assess the roles of Ryan, Mrs. Morehouse, Dad, and Stephanie
11. To analyze the symbolism of the joystick, swimming, and dancing
12. To contrast Jason as son, patient, friend, brother, dancer, and communicator

## Meaning Study

Below are significant words, phrases, or sentences from *Rules*. Explain each in context. Chapter titles and page numbers pinpoint each entry so you can re-read the passage in which it appears.

1. We could even send midnight messages from our windows, using flashlights and Morse code, like next-door friends do in books. "Follow the Rules," p. 5. *(Morse code is a pattern of electrical pulses, sounds, printed dots and dashes, or flashes of color that transmit letters of the alphabet, punctuation, and Arabic numerals. The invention of Samuel F. B. Morse, the code served merchant vessels and naval fleets in the 1840s and radio communicators a half century later.)*
2. Sometimes I wish someone would invent a pill so David'd wake up one morning without autism. "Follow the Rules," p. 8. *(A developmental handicap, autism is a genetic fault impairing perception, self-discipline, communication, and activities; it usually shows up during the*

*first two years of life. The condition causes lifelong challenges, including difficulty with independent thinking and self-care, such as feeding, safe actions, and hygiene.)*

3. When David was three and started coming to the clinic for occupational therapy, I tagged along. "Don't Run Down the Clinic Hallway," p. 13. *(David attends classes aiding him to live a normal life and to keep himself clean, healthy, and safe by making correct choices, such as eating with a fork, limiting the amount of food in his mouth, controlling impatience and anger, and washing his hands.)*
4. I look for snowy egrets standing stick-still in the salt marshes and osprey circling, hunting fish. "Don't Run Down the Clinic Hallway," p. 13. *(A salt marsh is swampy coastal land that separates fresh water creeks, lakes, and rivers from ocean deltas and tides. Only plants and animals that tolerate high saline levels can survive in these conditions.)*
5. She leans down, handing her baby with Down syndrome chunky plastic blocks from the toy basket. "Don't Run Down the Clinic Hallway," p. 16. *(A form of mental retardation, Down syndrome is a birth defect that causes varying degrees of mental impairment, along with distinctive physical characteristics.)*
6. Ryan mimicked David, tipping his own head way over, laughing. "If It's Too loud, Cover Your Ears or Ask the Other Person to Be Quiet," p. 30. *(Catherine takes offense at Ryan's mockery of David's bizarre behaviors and facial expressions. The imitation implies that Ryan thinks of David's peculiarities as something to ridicule.)*
7. David thinks everything a person says is the truth. "If It's Too loud, Cover Your Ears or Ask the Other Person to Be Quiet," p. 35. *(One of David's idiosyncrasies is a need for precision. He is unable to accept imperfections in other people or situations, such as "maybe" or "soon.")*
8. Jason raps his communication book. "Sometimes You've Gotta Work with What You've Got," p. 42. *(In the absence of speech, Jason Morehouse communicates by pointing out word cards in his communication book. Catherine realizes that the limited number of responses inhibits Jason from emotional expression and from full interaction with others.)*

9. It's time for evaluations. "Sometimes You've Gotta Work with What You've Got," p. 48.  
*(To determine the effectiveness of past occupational therapy and to point the way toward future progress, therapists evaluate the patient's advancement against a set of standards, such as the number of words added to a listening vocabulary or the ability to follow simple commands like "stop" or "sit down.")*
10. I look around my bedroom for ideas: from the checkered rug on my floor to the calendar of Georgia O'Keeffe flower paintings Dad bought me at the art museum he took me to last summer. "If You Don't Have the Words You Need, Borrow Someone Else's," p. 50.  
*(American artist Georgia O'Keeffe was famous for her iconic paintings of images from the American Southwest, including rocks, animal skeletons, blossoms, desert, and mountains.)*

## Comprehension Study

Answer the following questions in your own words. There is not always a right answer. Your judgment is important. Be ready to defend your answers by referring to passages in the novel.

### Structure

1. Why does the action end at the fish tank?  
*(Catherine's anguish over David's misbehaviors causes her to lose patience with him. When she tries to win Kristi's friendship, she is embarrassed at David's limitations and his rude, awkward behavior. After rejecting Ryan and Kristi as friends in favor of Jason, Catherine realizes how important David is in her life and how unimportant handicaps are to human relationships. She forgives him for his failure to follow the rules and laughs at the wizard in the fish tank.)*

### Exposition

2. How does the clinic friendship begin?  
*(While waiting for David to return from his biweekly appointment for occupational therapy, Catherine sees Jason sitting downcast in his wheelchair and sketches his portrait. From drawing, she progresses to chatting with him and illustrating more signal cards for his communication book. Her understanding of his frustrations causes her to volunteer to make more cards to expand his ability to communicate, especially his emotions. Sharing headphones playing a CD of Avril Lavigne triggers a mutual love—Jason's enjoyment of music and his keyboard*

*composition. As the friends develop their relationship at his birthday party, Catherine realizes that Jason understands her problems with David and that Jason is a worthier friend than Kristi or Ryan.)*

### Humor

3. What bits of humor lighten the mood?  
*(David's misbehaviors are bizarre, but forgivable. He removes wet clothing without concern for nudity among strangers. He demands that people observe exact times, which he announces from observations of his wristwatch. He cites rules to strangers who have no background in the peculiarities of autistic children. He insists that basement doors be closed and snoops at other people's video boxes and into cabinets. His hard wear of a cassette tape requires constant monitoring and eventual replacement. In the final scene, his admission of fault stirs his sister to love and acceptance of his disability.)*

### Characterization

4. Why is Dad a distant father?  
*(Dad seems to cope well with his son, but he neglects Catherine. He seems wrapped up in his pharmacy, which keeps him working after hours. By catering to David's demands to visit the video store on the day of his OT appointments and by celebrating healthy tomatoes from his garden, Dad causes Catherine to feel neglected and unloved. When she voices her frustration, she forces Dad to acknowledge her needs and to admit that he loves her. By buying tickets, offering money, and staying with her at the community center dance, he entertains David while keeping watch over Catherine until her date arrives.)*

### Action

5. How does Mrs. Morehouse interject an adult view?  
*(Catherine gains perspective on mothering a disabled child by viewing Mrs. Morehouse's concerns for Jason. The mother's intervention to assure Jason's safety and comfort teaches Catherine something about the travails of the caregiver, who must remain on constant alert for needs and discomfort, like spillage from a drink of water. Instead of being jealous of David's demands for attention, Catherine begins to commiserate with her Mom for the hard work required to guide and teach an autistic son.)*

### Interpretation

6. Why do rules dominate the story?  
*(Autistic children like David lack spontaneity and think in absolutes—what is allowed and what is for-*



*bidden. Catherine keeps a list of rules in her sketchbook and refreshes his memory. The rules instruct him about how to behave, particularly around strangers like the movers and at the birthday party at the Morehouse residence. The rigidity of rules strains her relationship with David, whom she must forgive for tangling his cassette tape, for demanding that Dad arrive home on time, and for dropping toys in the fish tank.)*

**Communication**

7. How does language bring Catherine and Jason together?

*(Catherine’s wish to liberate Jason and restore his will to live gives her a use for her Tuesday and Thursday appointments at the occupational therapy clinic. While David receives training from Stephanie, Catherine adds signal cards and emotional concepts to Jason’s vocabulary, such as “awesome” and “stinks like a big one.” She introduces him to Nutmeg, to running, and to the waterfront, a touch of normality that endears her to Jason. He uses the concept of “excuses” to encourage her to attempt dancing at the community center.)*

**Theme**

8. What does the book explain about the family?

*(Families coping with one handicapped member develop lopsided relations. Catherine’s parents expect too much from her in the way of care for David’s safety, hygiene, and guidance. As she becomes more social, she wearies of explaining to outsiders the mental challenge that keeps David from behaving appropriately and from shrieking and making demands when he is frustrated. Her parents fail to see her as a young lady needing friends and normal social outlets that don’t involve their autistic son. By uniting David, Catherine, and Dad at the Saturday dance, the action suggests that each family member enjoys fun in unique ways. By choosing Jason for a date, Catherine makes her own statement about tolerance and inclusion of disabled people in her life.)*

**Tone**

9. What is the tone of clinic appointments?

*(The story accuses clinic personnel of treating handicapped people as perpetual infants, even though they vary in age from infants to teenagers. Jason’s therapist talks over him to his mother as though he were deaf. She makes demeaning gestures and limits his emotional involvement to a juvenile level.*

*Jason’s secrets with Catherine vent his anger at being patronized and at training given by a woman who is more concerned with his physical well-being than with the whole person.)*

**Applicability**

10. Why is this novel a favorite with teachers, librarians, therapists, and families?

*(Few books cover the complex interactions of families and community members with the handicapped, especially disabled children and youths. Cynthia Lord introduces humor and pragmatism into real human situations that require tact and improvising, such as the gift of carrots for Nutmeg and Cinnamon, Jason’s longing for a guitar and for a chance to run, David’s need for structure and rules, and Catherine’s fatigue from too much caregiving.)*

**How Language Works**

Cynthia Lord expresses her attitude toward characters and themes through astute remarks:

1. “Wait!” I reach into my skirt pocket and pull out my first word. Complicated.
2. I wish everyone had the same chances.
3. I can’t leave work for something like this.
4. Are? You. Embarrassed. About. Me.
5. He never wanted a motorized chair before.
6. Why can’t you comfort him? It shouldn’t always have to be me.
7. How will he learn to be independent if everyone lets him behave and speak the wrong way?
8. Break. Dance. RULE.

**Across the Curriculum**

**Journalism**

1. Propose news coverage of occupational therapy for children and teens handicapped by Down syndrome, stroke, autism, and aphasia. Give examples of teaching methods, including balls and speech lessons.

**Research**

1. Create a bulletin board listing places that encourage participation of handicapped people, including the waterfront, park, video store, an aquarium, basketball court, and community center.

**Gender Studies**

1. Summarize gendered relationships in the novel, par-

ticularly husband/wife, older sister/younger brother, father/daughter, mother/son, mother/daughter, father/son, female speech therapist/male clinic client, swimmers at the pond, school bus passengers, mother/disabled infant, female newcomer/male neighbor, the Morehouse brothers, clerk/customer, older neighbor/younger neighbor, and dancers at the community center. Why does Catherine long for Melissa's return? Why does Catherine prefer that her new neighbor be a girl? How do Jason and Ryan compare as friends of David? of Catherine? of Kristi?

2. Compose a short outline for an oral report on these female roles: Mrs. Morehouse, Stephanie, the speech therapist, Mrs. Patterson, Mrs. Bowman, the receptionist, Catherine's mom, Melissa, mother of infant with Down syndrome, and Kristi. Determine which characters Catherine is most comfortable with and which approve of her friendship with Jason, particularly women at the clinic.

## Reading

1. Read aloud other literary descriptions of siblings, neighbors, or outsiders. Include Rodman Philbrick's *Freak the Mighty*, Joyce Moyer Hostetter's *Blue*, Ron Woods's *The Hero*, Cynthia Rylant's *Missing May*, Robert Newton Peck's *A Day No Pigs Would Die*, Yoko Kawashima Watkins's *So Far from the Bamboo Grove*, Ruth White's *Belle Prater's Boy*, Walter Dean Myers's *Hoops and Fast Sam*, *Cool Clyde and Stuff*, William Faulkner's "Two Soldiers," Natalie Babbitt's *Tuck Everlasting*, Gary Paulsen's *Hatchet*, Lois Lowry's *The Messenger*, Scott O'Dell's *Island of the Blue Dolphins*, Jane Wagner's *J. T.*, Chris Abani's *Song for Night*, Richard Peck's *A Long Way from Chicago*, and Jean Craighead George's *My Side of the Mountain* and *Julie of the Wolves*.
2. Discuss examples of cooperation and shared values; for example, isolation in *Hatchet* and *My Side of the Mountain*, grief in *A Day No Pigs Would Die* and *Belle Prater's Boy*, physical handicap in *Blue* and *Freak the Mighty*, sibling relationships in "Two Soldiers" and *A Long Way from Chicago*, surviving loss in *Tuck Everlasting* and *Missing May*, bullying in *Song for Night* and *J.T.*, and ridicule and exclusion in *The Hero* and *So Far from the Bamboo Grove*.

## Literature

1. With a group, list and explain significant details. Include these: broach, uncomplicated, card stock, Down syndrome, compact, salt marsh, coma, pilings, magenta, stroke, initiating, wharf, timothy hay, sarcastic, Canada goose, indigo, maggot, Morse code, evaluation, grimace, acoustic, independent, preen, vacancy, autism, peril, antiques, anthropological, joystick, chortling, breast-stroking, Georgia O'Keeffe, heron, perspective, mimicking, whorl, snowy egret, jostle, blotchy, fray, clam flats, osprey, occupational therapy (OT), kelp, Red Sox, straight-edged, gloss, stroke, batik, strut, murky, and tax preparation. Categorize items under key headings, for example, objects, living things, descriptives, and physical states.
2. Discuss the theme of individual differences. Explain to a small group why a handicapped person like David, Jason, or the baby with Down syndrome causes onlookers to be curious, rude, nervous, and ill at ease. Suggest ways that Catherine can promote normalcy in David and Jason, for example, with more outings in the park or pond or at the waterfront or video store, by cooking out or gardening, by sharing pets, with water exercise, by visiting neighbors, with word games and card games, and with music, stories, art, and dance.
3. Contrast minor characters in terms of action, commentary, and significance. Include the receptionist, clinic patients, Mrs. Patterson, Stephanie, Melissa, tourists, dancers at the community center, Matt, mother of the infant with Down syndrome, Mrs. Morehouse, Mr. Elliot, Mrs. Bowman, the speech therapist, ticket seller, and birthday party guests. Which characters are stereotypes? Which seem like characterizations of real people? Which have the most influence on the story? on Catherine? on Jason? on David and his parents?
4. Write a paragraph in which you explain the purpose of a minor incident in the story. Choose from these: Catherine wraps a gift in garbage bags, Mom treats Catherine to art supplies, Dad picks tomatoes, Nutmeg nibbles a card, Mom talks on the phone to a client, David disappears from the living room, Kristi dislikes pond mud, Ryan invites bus riders to his porch, Jason gets a haircut, Kristi fears a big fish, people watch Jason's wheelchair ride from the restaurant window, David opens a door at the Morehouse residence, Jason plays an

original tune, Matt introduces himself to Catherine, and Catherine leaves a card unillustrated.

5. Compile and discuss a list of images from the story that appeal to the five senses, for instance, the feel of cold pond water, the sound of the van in the driveway, the taste of chocolate birthday cake, the meaning of “stinks like a big one,” the cry of seagulls, Matt’s greeting at the door, Barbie or the wizard with the wand in the fish tank, the smell of the waterfront, the feel of guitar strings, the sound of Jason’s keyboard composition, the sight of 48 new colored pencils, and the control of a joystick.
6. Suggest ways this novel could be written as a play. Flesh out action scenes for stage, for example, opening a red umbrella, watching the Pattersons move in, holding the baby at the clinic, telephoning Dad to come home from the pharmacy, helping Mom prepare a barbeque, repairing a video cassette, buying colored pencils and card stock, removing a toy cowboy from the fish tank, making posters for the dance, writing to Melissa in California, playing basketball at the Patterson house, arriving home late from work, shopping at Elliot’s Antiques, waiting on Ryan’s porch for the school bus to arrive, and introducing David to new rules about eating cake at a birthday party.

**Math and Computer Art**

1. Use internal data to make a time line of events in the novel. Emphasize the period of time that Jason and Catherine are acquainted and the brief relationship between Jason and Catherine’s friends, Ryan and Kristi. Insert specific settings, such as the parking lot, waterfront, Elliot’s Antiques store, clinic waiting room and hallway, pond and pier, guinea pig cage, television, Mom’s office, kitchen, video player, pharmacy, art supply store, and swing.
2. Draw an animated television or Internet advertisement for Rules emphasizing the crucial roles of Mom and Dad. Indicate the importance of balancing attention and love for normal and abnormal siblings. Suggest outlets for a mother who has a home office, for example, taking the children to the waterfront, joining in a coloring session, petting Nutmeg and Cinnamon, and turning tomatoes into spaghetti sauce.

**Social Studies**

1. Compose a short speech in which you describe the function of each family member. Comment on help and advice that fathers and mothers give their children about making friends and getting along with others, especially with newcomers and disabled people.
2. Explain in a theme how the author portrays community concerns. Why does Mrs. Morehouse worry about the parking lot run? Why do rude people at the waterfront and at the dance anger Catherine?
3. Draw a web representing the parallel lifestyles and activities of the Morehouse family and Catherine and David’s family. Note the aspects they share, for example, appointments at the clinic, handicapped children, limited amusements, and stress on the mothers. List the two families’ differences, particularly types of discipline, styles of parenting, and limitations on communication.
4. Define suicide. Explain why death appeals to Jason. Why does Catherine try to give him reasons to live? Why does she feel guilty about missing one of the clinic appointments?
5. List the family’s variant responses to David’s misbehavior. Identify behaviors that cause harsh words, quarrels, worries, or scolding, such as removing pants in public, shrieking, closing basement doors, putting toys in the fish tank, repeating the words of Frog and Toad, putting hands over ears, demanding timely arrivals, making demands on strangers, not flushing the toilet, and reading boxes at the video store. Summarize the role of occupational therapy in helping David become more normal.

**Psychology**

1. Lead a debate about Catherine’s concern that her father is unloving and too busy for her. Why is Dad always late coming home from the pharmacy? Why does he argue with his wife? Why does he seem to care more for tomatoes than for his daughter? How does he react to her phone call to come home immediately?
2. Analyze character interaction by simplifying the events and meaning of a single positive scene. For example, give a detailed sketch of Catherine drawing Jason at the clinic, Kristi meeting Jason at

the dance, Matt welcoming Catherine to the party, Mom entertaining David, Ryan arriving at the pond, Catherine hugging her brother, David dancing with Kristi, and Dad buying tickets.

3. Describe in a short speech the effects of loneliness, anticipation, alienation, loss, frustration, and family squabbles on characters in the novel. How do other characters comfort troubled people, for example, by offering a guinea pig to pet, fixing a broken cassette, making more cards for Jason, or eating birthday cake at Jason's party? Why does Catherine prefer friendship with Jason and Melissa than with Kristi and Ryan?
4. Discuss with a group the theme of love. Why do the characters omit mention of love, yet show affection, such as inviting neighbors to a barbeque? Why does Catherine hope that Mrs. Morehouse bought a guitar? Why does Jason play an original song for Catherine? Why does Kristi wish that her parents weren't separated?

### Cinema

1. Draw settings for a film, puppet show, or outdoor drama of Rules. Diagram the placement of actors, music, costumes, props, sound effects, and lighting. Include classroom discussions of how to stage scenes in the clinic, under water at the pond, along the waterfront, at the community center, at the fence, in Catherine's room, among birthday party guests, and in the parking lot.
2. Describe aspects of the novel that are more suited to radio, film, tableau, illustration, cartoon, and poster art than to a novel, for example, thinking up words to illustrate on cards, looking for a dangerous fish, feeling embarrassed about David's public behavior, writing to Melissa, interrupting work at the pharmacy, and sunbathing at the pond.
3. View various films featuring village and community life, such as *To Kill a Mockingbird*, *Whale Rider*, *Snow Dogs*, *Charlotte's Web*, *Ordinary People*, *Except for Me and Thee*, *Little Women*, *Ellen Foster*, *The Friendly Persuasion*, *Because of Winn-Dixie*, *The Secret Garden*, *The Member of the Wedding*, *Watership Down*, *Huckleberry Finn*, *Cross Creek*, and *Babe*. Discuss why filmmakers focus on the meaning of challenge, injustice, loneliness, loss, and

handicap to ordinary people.

### Science and Health

1. Discuss how a mute boy learns to communicate with signal cards. Explain why descriptives like "awesome" are harder to illustrate than nouns and verbs.
2. Diagram methods of motorizing a wheelchair. Explain how the joystick operates.

### Language

1. Form a team of readers to tape expanded, imaginative episodes of Rules that capture the importance of rules to David and his family. Create scenes in which David discovers new words for new situations, such as diving at the pond, playing Jason's keyboard, shopping at the antique store, dancing at the community center, or visiting with his dad at the pharmacy.
2. Define the novel as a form of storytelling. Express what you learn from the novel about siblings, friendship, occupational therapy, tolerance, speechlessness, individual differences, and courage.

### Art, Costume Design, and Music

1. Using desktop publishing or other media, design a mural of the pond or of moving day, a layout for the clinic or park, directions to the waterfront, a banner announcing the Saturday dance and the price of admission and refreshments, a business card for a tax preparer or speech therapist, a lesson in party manners or in writing thank-you notes, words and music for Jason's song, a list of items needed in a fish tank or guinea pig cage, a chart of rules for interacting with autistic children, an extended definition of handicap, an advertisement for guitar or dance lessons, and a chart of exercises at the clinic.
2. Create a bulletin board illustrating visual scenes from the story. Include plunging into cold water, serving cake to David, gathering tomatoes, watching Thomas crash, drawing fireworks, tapping cards, shopping at the antique store, visiting over the fence, and setting up a mirror to monitor David's activities in the living room.
3. Use desktop publishing, plaster of paris, masks, pup-

pets, collage, fabric banners, mural, or sculptor's clay to dramatize the significance of a word book filled with everyday expressions, names for objects and people, and new ideas and slang terms.

### Drama and Speech

1. Write several conversations that are only implied, such as exchanges between Stephanie and a parent, Dad's purchase of refreshments for David at the dance, Kristi's private comments to Ryan about David's handicap, Mom's scoldings to David, Jason's request for a motorized wheelchair, and an apology for David's snooping at the Morehouse residence. Pantomime or act out your dialogue for an audio or video taping.
2. Role-play the part of Jason's classroom teacher, grandfather, neighbor, or therapist. Determine ways of boosting his self-esteem and freeing him to make friends his own age.
3. Discuss your reaction to David. What role would you play in his life, for example, a relative, neighbor, family friend, physician, mail carrier, therapist, teacher, principal, or minister? Would you choose a professional role over simple friendship? being a male or female character? being a respected individual or outsider? If you were David, which characters would you choose for friendship? What advice would you give Catherine on gaining her father's love and attention without upsetting David?

### Composition

1. Make an oral report on the theme of appreciation. Summarize lines that urge enjoyment of sketching and cartooning, writing, poster making, writing songs, playing a guitar, viewing the waterfront, running, swimming, diving, keeping fish and guinea pegs, cooking, and dancing. Explain the attraction of the waterfront to Jason and Catherine and the urge to make up words expressing feelings.
2. Compose a first person account of Kristi's arrival at her new home. Make a list of questions for her family to ask, such as the location of the bus stop, hours of the local library, neighbors' names, and children Kristi's age living near by.

3. Compose an extended definition of regret in which you compare Jason to the focal character in Walter Dean Myers's *Hoops*, Joy Moyer Hostetter's *Blue*, Robert Frost's "Out, Out—," Yoko Kawashima Watkins's *So Far from the Bamboo Grove*, Robert Newton Peck's *A Day No Pigs Would Die*, Kaye Gibbons's *Ellen Foster*, James Hurst's "The Scarlet Ibis," and Cynthia Rylant's *Missing May*.
4. Compose an informal essay on writing drama. List situations you would like to describe in a teleplay, scenario, tableau, stage musical, blog, or outdoor drama. Explain to a small group how your cast of characters would make friends, share a hobby, and talk about school, summer fun, dances, and problems, such as an autistic brother, life in a wheelchair, and separated parents.

### Education

1. Compose an introduction to Rules for new readers. Explain why the story develops sympathy for Catherine, David, Jason, Mom, and Mrs. Morehouse but not for Kristi, Jason's therapist, or Ryan.
2. Describe aloud the multiple purposes of reading *Harry Potter* novels aloud. What does the reading add to long waits at the clinic? Why do adults listen to Mom's character voices?

### Alternate Assessment

1. List in chronological order and describe significant events from the story. Mention David's first appointment for occupational therapy, buying a guitar, eating chocolate birthday cake, picking tomatoes, sunbathing, looking for a basketball in a box, cooking a barbeque, drawing seven signal cards, looking at seagulls, demanding a new video cassette, raising hands to dance, sketching patients in the waiting room, buying card stock and a cutter, carrying a red umbrella, setting up a mirror, describing Morse code by flashlight, closing curtains, apologizing, missing Melissa, squishing toes in mud, greeting Mrs. Patterson, meeting Matt, getting a haircut, buying tickets, and saying goodbye to Mrs. Bowman.
2. List events from the novel that express the uniqueness of David, Jason, Catherine, Mom, and Dad.

3. Compose brief definitions of characters, humor, and symbol as they apply to Rules. What changes in the plot would ease Jason's despair? What does a wristwatch mean to David? Why does Catherine long for a normal brother? Why does the story end with Catherine's laughter at the wizard in the fish tank?
  
4. Summarize scenes that depict conflict, particularly gossip about handicaps, staring and pitying Jason and David, guilt at not inviting Jason to the dance at the community center, confusion about Kristi's friendship, avoiding Ryan, wanting to buy a new video cassette player, handing David an empty gum wrapper, collecting tomatoes, removing wet pants, sibling squabbles over Dad's late arrival from work, a busy pharmacy, missing a friend who spends the summer in California, and questions about David's behavior.

## Vocabulary Test

From the list below, choose synonyms for the words in items 1-15. The word in parentheses is an antonym for the first two.

jumble	pilings	straight-edged	grimace	autism
broach	magenta	sarcastic	acoustic	peril
uncomplicated	stroke	indigo	independent	antiques
compact	initiating	maggot	preen	bloodred
coma	wharf	evaluation	vacancy	joystick
chortling	gloss	heron	fleeting	backboard
whorl	discard	jostle	blotchy	fray
flats	osprey	kelp	grate	batik
strut	murkey			

- \_\_\_\_\_ 1. spotted (smooth)
- \_\_\_\_\_ 2. emptiness (fullness)
- \_\_\_\_\_ 3. danger (safety)
- \_\_\_\_\_ 4. packed (loose)
- \_\_\_\_\_ 5. starting (ending)
- \_\_\_\_\_ 6. easy (difficult)
- \_\_\_\_\_ 7. push (avoid)
- \_\_\_\_\_ 8. free (confined)
- \_\_\_\_\_ 9. reject (keep)
- \_\_\_\_\_ 10. fast (slow)
- \_\_\_\_\_ 11. even (curved)
- \_\_\_\_\_ 12. shine (dullness)
- \_\_\_\_\_ 13. mess (neatness)
- \_\_\_\_\_ 14 laughing (weeping)
- \_\_\_\_\_ 15. muddled (clear)

## Comprehension Test A

### Part I: Multiple Choice (30 points)

Identify the following characters.

- \_\_\_\_\_ 1. Kristi regrets
- Melissa's departure for California.
  - the arrival of the plumber.
  - touching an eel.
  - Ryan's smirk at David.
- \_\_\_\_\_ 2. Catherine carries
- Nutmeg to the clinic.
  - extra colors for portraits.
  - tomatoes to the kitchen.
  - David to the street to count cars.
- \_\_\_\_\_ 3. Mom needs
- help with David from the clinic receptionist.
  - Dad to come home immediately.
  - Catherine to purchase a replacement cassette.
  - quiet during a phone call.
- \_\_\_\_\_ 4. Jason raises his hands
- toward diners giving a thumbs-up.
  - to pet Cinnamon and Nutmeg.
  - to dance.
  - toward seagulls on the wharf.
- \_\_\_\_\_ 5. Jason mocks
- Catherine
  - Stephanie.
  - his therapist.
  - an elderly neighbor.
- \_\_\_\_\_ 6. David closes
- basement doors.
  - the guinea pig cage.
  - his red umbrella in the clinic.
  - the gate to shut out new neighbors.
- \_\_\_\_\_ 7. Jason asks
- Kristi and Ryan to swim.
  - Catherine to make a guinea pig card.
  - the antiques dealer to wrap the guitar.
  - David to the party.
- \_\_\_\_\_ 8. Catherine doesn't want
- Dad to love David.
  - Jason to die.
  - to hold the baby with Down syndrome.
  - Kristi to move into Melissa's old house.

- \_\_\_\_\_ 9. The movers don't
- reply to "Hi."
  - unload the beach ball.
  - arrive when David expects them.
  - carry boxes from Mr. Patterson.

- \_\_\_\_\_ 10. Catherine decorates with
- a picture of chocolate cake.
  - drawings of a barbeque.
  - fireworks.
  - notes from a guitar.

- \_\_\_\_\_ 11. Jason is proud of
- guiding his wheelchair through the parking lot.
  - introducing Catherine to Matt.
  - original music.
  - the few words he can say.

- \_\_\_\_\_ 12. Catherine tries to
- stop hating David.
  - force her Dad to love her.
  - end Mom's home office work.
  - dive to the murky bottom.

- \_\_\_\_\_ 13. Catherine introduces Jason to
- Avril Lavigne.
  - Melissa.
  - Dad.
  - Stephanie.

- \_\_\_\_\_ 14. Catherine regrets
- shopping at Elliot's Antiques.
  - making posters with Kristi.
  - losing Mrs. Bowman as a neighbor
  - missing the clinic appointment.

- \_\_\_\_\_ 15. Jason convinces Catherine to
- run down the clinic hallway.
  - put toys in the fish tank.
  - open a closet door recklessly.
  - dance with him.

### Part II: Identification (30 points)

Which character:

- \_\_\_\_\_ 1. is always late?
- \_\_\_\_\_ 2. thinks not dancing is just an excuse?
- \_\_\_\_\_ 3. fears a big fish?
- \_\_\_\_\_ 4. invites only certain people to the porch?
- \_\_\_\_\_ 5. gets a reward for babysitting?
- \_\_\_\_\_ 6. proposes making spaghetti?
- \_\_\_\_\_ 7. complains of short hair?



- \_\_\_\_\_ 8. laughs at the wizard in the water?
- \_\_\_\_\_ 9. buys a new cassette?
- \_\_\_\_\_ 10. swims rather than showers?
- \_\_\_\_\_ 11. tries to complete a telephone conversation?
- \_\_\_\_\_ 12. rewinds a tape?
- \_\_\_\_\_ 13. lies about an invitation?
- \_\_\_\_\_ 14. talks to Jason as though he were a baby?
- \_\_\_\_\_ 15. wishes for Mr. Patterson to return?

**Part III: Essay Questions (40 points)**

1. Account for the departure of Mrs. Bowman and the arrival of the Pattersons.
2. Defend Catherine's need for a normal household.
3. Compare Matt and David as brothers.
4. Express the author's attitude toward bullying.
5. Describe the circumstances that precede Jason's new chair.

## Comprehension Test B

### Part I: True/False (30 points)

Mark each statement either T for true or F if any part is false:

- \_\_\_\_\_ 1. Mom accuses Dad of failing to love David.
- \_\_\_\_\_ 2. Kristi fights with her mother over having to live in two households.
- \_\_\_\_\_ 3. Ryan tries to scare Kristi with tales of a big fish and an eel under the pier.
- \_\_\_\_\_ 4. Catherine regrets that Jason can't swim or run.
- \_\_\_\_\_ 5. David loves stopping and rewinding the video tape.
- \_\_\_\_\_ 6. Stephanie thinks David will someday be normal.
- \_\_\_\_\_ 7. Jason demands a second run in the parking lot.
- \_\_\_\_\_ 8. Nutmeg is not allowed in the waiting room.
- \_\_\_\_\_ 9. Jason opens the birthday present in private.
- \_\_\_\_\_ 10. The clinic treats autism, stroke, and Down syndrome.
- \_\_\_\_\_ 11. Dad decides to stay at the community center with David.
- \_\_\_\_\_ 12. Catherine tries to impress the new neighbors.
- \_\_\_\_\_ 13. Catherine considers Ryan a jerk.
- \_\_\_\_\_ 14. David doesn't allow bus riders on the porch.
- \_\_\_\_\_ 15. David knows when others laugh at him.

### Part II: Identification (30 points)

Identify the item indicated below.

- \_\_\_\_\_ 1. red, David's favorite
- \_\_\_\_\_ 2. wheelchair directional guide
- \_\_\_\_\_ 3. fuzzy baked potato at the clinic
- \_\_\_\_\_ 4. wooden amusement for David
- \_\_\_\_\_ 5. Jason's musical instrument for composing
- \_\_\_\_\_ 6. Dad's favorite garden treat
- \_\_\_\_\_ 7. object of Mom's job
- \_\_\_\_\_ 8. garment Kristi leaves with her father
- \_\_\_\_\_ 9. object of Ryan's delivery route
- \_\_\_\_\_ 10. toys in large number in the therapy room

### Part III: Significance (10 points)

Explain the importance of these terms to the story:

1. Frog and Toad

2. secret

3. torn

4. wet clothes

5. rules

**Part IV: Essay Questions (30 points)**

1. Explain why Catherine befriends Jason.
2. Compare Kristi, Melissa, Ryan, and Jason as friends.
3. Explain the value of music to the story.
4. Predict what Catherine will tell Melissa at summer's end.
5. Compare the handicaps of David and Jason.

**Answer Key**

**VOCABULARY TEST**

- |               |                  |                    |
|---------------|------------------|--------------------|
| 1. blotchy    | 6. uncomplicated | 11. straight-edged |
| 2. vacancy    | 7. jostle        | 12. gloss          |
| 3. peril      | 8. independent   | 13. jumble         |
| 4. compact    | 9. discard       | 14. chortling      |
| 5. initiating | 10. fleeting     | 15. murky          |

**COMPREHENSION TEST A**

**Part I: Multiple Choice (30 points)**

- |      |       |       |
|------|-------|-------|
| 1. b | 6. a  | 11. c |
| 2. a | 7. d  | 12. b |
| 3. d | 8. b  | 13. a |
| 4. c | 9. a  | 14. d |
| 5. c | 10. c | 15. d |

**Part II: Identification (30 points)**

- |              |              |                       |
|--------------|--------------|-----------------------|
| 1. Dad       | 6. Dad       | 11. Mom               |
| 2. Jason     | 7. Jason     | 12. David             |
| 3. Kristi    | 8. Catherine | 13. Catherine         |
| 4. Ryan      | 9. Dad       | 14. Jason's therapist |
| 5. Catherine | 10. Kristi   | 15. Kristi            |

**Part IV: Essay Questions (40 points)**

Answers will vary.

**COMPREHENSION TEST B**

**Part I: True/False (30 points)**

- |      |       |       |
|------|-------|-------|
| 1. F | 6. F  | 11. T |
| 2. F | 7. T  | 12. T |
| 3. F | 8. F  | 13. T |
| 4. T | 9. T  | 14. F |
| 5. T | 10. T | 15. F |

**Part II: Identification (20 points)**

- |             |                 |
|-------------|-----------------|
| 1. umbrella | 6. tomato       |
| 2. joystick | 7. taxes        |
| 3. Nutmeg   | 8. bathing suit |
| 4. swing    | 9. newspapers   |
| 5. keyboard | 10. balls       |

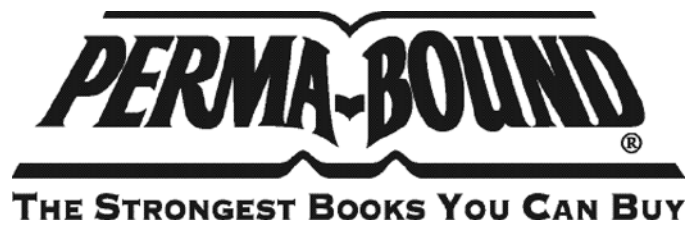
**Part III: Significance (10 points)**

1. Characters in David's favorite book
2. Jason's term for private communication with Catherine
3. Catherine's description of her emotions at home
4. cause for David to undress
5. regulations to help David behave

**Part IV: Essay Questions (30 points)**

Answers will vary.





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