

PEANUT BUTTER IS FOREVER
NOVEL STUDY GUIDE

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Dedication

This project is dedicated to my special wife:

Monique Hosanee

Thank you for your support and for all the sacrifices you have made for the past year!

Abstract

Language Arts is used to communicate understandings, ideas and feelings. It is essential that students gain competence in using and understanding language in a variety of forms and contexts and to be able to process and organize information to express their thoughts.

Novel studies are one form which offer a nice variety to the basic Language Arts curriculum. Novel studies provide students with a source of entertainment, guidance, and excitement while practicing and perfecting their reading, writing, listening and speaking skills.

Novel study guides offer teachers a wonderful opportunity to help students appreciate and understand novels better, in a context which utilizes the integration of all Language Arts components.

Students in this project helped construct the novel study guide by completing work on character sketches, chapter summaries, vocabulary, chapter questions, response journals, novel projects and a novel test. This novel study guide was constructed over a period of six months although the actual novel study in class took approximately six weeks. This project also includes a student survey which analyzes the students' strengths and weaknesses of their experience throughout this project.

The novel study enhanced the students' communication and organizational skills. The group work promoted cooperation, sharing, commitment and responsibility. Students did experience some difficulty compiling the materials as a class and some students would have preferred to work on their own. Time was an obstructing factor as the students wished they could have spent another four weeks on the project.

Overall, perfecting Language Arts skills is extremely essential if students want to become proficient in the English Language. One must remember that these skills certainly are not learned overnight and require continuous reinforcement and practice on the part of the teacher and the student! Novel studies are only one method which offer students the opportunity to practice these skills.

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PEANUT BUTTER IS FOREVER

LITERATURE-BASED INSTRUCTION

A Review of the literature

Literature based programs in today's schools are essential to give children basic understanding between community, school and home experiences. Literature certainly provides children with life-long pleasures. It is important to teach novel studies in the classroom as the stories chosen are often age appropriate and offer readers entertainment and guidance in their daily lives. The novel study provides excitement, variety and change to the basic Language Arts curriculum (requirements).

Novel studies indeed provide students with the opportunity to identify with particular age related issues which vary from grade to grade. The novel study Peanut Butter is Forever, for example, can be taught in grades 6,7 or 8 as it focuses mainly on the theme of friendship and peer pressure. Students can identify with the everyday struggles teenagers experience at home and/or at school. Peer pressure certainly is a major issue teenagers have to cope with in today's society. Especially students in grade 6 and Junior High need to learn how to positively deal with these daily pressures. In this case the novel, Peanut Butter is Forever, discusses relevant and age appropriate issues which allow students to understand and identify with the content of the story and relate it to real life experiences.

Literature, in general, engages the "affective domain." In other words, literature offers children an escape from reality and its content appeals to the readers' emotions. In the novel, Peanut Butter is Forever, for example, the reader identifies with Michelle, the protagonist or lead character in the novel, since she is misunderstood by her sister and her mother. She struggles with her own identity as she enters Junior High school. The author creates great emotional appeal for Michelle's character since Michelle, throughout the novel, struggles between two opposing forces; to obey her mother and make new friends in Junior High or to remain friends with Klutzy and disobey her mother.

Literature also encourages cognitive growth. Children grow intellectually as they interact with an author to make meaning from a story. Predicting what might happen next in the novel, based on students' perceptions of what they have read, is a major step towards cognitive growth in children. Children make a hypothesis about the reason for the characters' past actions, match events against those of another literature they know, and evaluate the choices the characters make. (Jobe, 1991). In other words, a number of variables must be taken into consideration before students can predict the upcoming events. Readers must interpret, classify, and evaluate data taken from the novel.

Oral interpretation of literature should be stressed when studying novels, as it teaches students a variety of essential Language Arts skills. Reading out loud will teach a student: proper pronunciation of unknown words, proper breathing techniques and pausing, especially where commas and periods are concerned. It also teaches a student the right use of intonation so that students enjoy listening to one another. Students need to be articulate when they read out loud in order to be understood by others and they need to vary their pace to suit the audience, the mood, action and tone of the selection. As a result, students should know what the writer's intent is, what the mood of the selection is, what the climax is and what the overall story is about.

In conclusion, students benefit tremendously from novel studies as students practice their reading, writing, cognitive, listening and organizational skills. Novel studies become especially unique when the literature makes connections with the students' own lives, thus providing them with a meaningful experience. By using a study guide, the teacher can help the students to appreciate and understand the novel better, in a context which utilizes the integration of all Language Arts components.

INTRODUCTION

Rationale And Objective

Peanut Butter is Forever is a novel which can be studied in grades 6, 7 or 8. The suggested timeline for this novel study is approximately six to eight weeks, depending on the depth of study the teacher wishes to engage in.

The Peanut Butter is Forever study guide is intended to help the teacher teach students the realities of life. This novel is age appropriate and offers students, in their teenage years, entertainment and guidance in their daily lives. Both internal and external conflicts are experienced by Michelle, as both her family and her friends make her choose to continue or discontinue her friendship with her best friend Dora Klutzman (nicknamed Klutzy).

This novel deals with many major issues such as: loyalty, confrontation, honesty, deceit, sincerity and truth, all of which are especially important during the Junior High school years.

This novel study guide comprises a variety of materials intended to help other teachers give their students insight on age related topics. The guide will include: detailed information on plot outline (exposition, rising action, climax, falling action and conclusion) and general novel information is provided to teach students important literary terms essential and necessary to be able to understand, analyze and critique the novel. Conflicts such as human versus nature, human versus human, human versus self are analyzed and described in this study guide. Major themes such as peer pressure, friendship, loyalty and honesty are also discussed in some detail.

Character sketches (basic and detailed sketches) are provided to help the reader better understand the characters' personalities, thoughts and feelings. Chapter summaries, vocabulary, questions, answers and novel projects (both individual and group projects) are included to increase students' understanding and perceptions of the novel Peanut

Butter is Forever. A small representation of student work on a variety of the above mentioned topics are also provided. (Eg. projects, chapter summaries, vocabulary). A sample test is included at the end of the novel study guide to test students' knowledge and understanding of the novel Peanut Butter is Forever. This test consists of 45 multiple choice questions, 10 matching questions and 5 short answer questions. Answers to this test are also provided at the end of this guide.

The objective of this novel study is to have students apply their reading skills and enjoy the content of the novel Peanut Butter is Forever. At the same time students will become aware of the daily struggles and obstacles teenagers face on a regular basis. Development, understanding and appreciation of self and others are important concepts to be learned at the Junior High level and are certainly focused upon in this novel! Most teenagers will enjoy and benefit from the experiences and mistakes Michelle and her peers make throughout the novel.

I believe the production of a study guide will be beneficial to my students in many areas such as listening comprehension, reading comprehension and writing skills. The novel guide will also develop students' critical thinking skills and will encourage students to acquire good research skills. As well, I hope the novel study guide will allow students to gain personal enjoyment.

This study guide will provide useful information to any teachers who intend to study the novel Peanut Butter is Forever in their classroom.

Alberta Curriculum Links

The novel study will teach students the following essential elements stated in the Alberta Language Arts Curriculum:

- Production and reception of sounds and printed words
- Relationships between the flow of words in speech and the arrangement of words on the printed page
- Use of language to talk about language
- Order and form of words as signals to meaning
- Relationship between word meanings and the total meaning of a communication
- Relationships between the manner in which ideas are organized and presented and the total meaning of a communication
- Extension and enrichment of meaning through non-verbal communication
- Language variation according to audience, purpose, situation, culture and society
- Immediate language variation in sensitive response to audience reaction
- Use of language to explore the environment and ideas of others, to develop new concepts to evaluate what is discovered
- Role of language in increasing understanding of self and others
- Use of language to stir imagination, deepen understanding, arouse emotion and give pleasure
- Relationship of language to other forms of artistic impression

Specific grade related Language Arts Content Objectives: Grade 6/7

Students will be able to:

- Communicate and be involved in the process of sharing ideas, thoughts, and feelings as the sender and receiver
- Recognize and understand elements of communication (audience, communicator, message situation, purpose)

- Identify and describe different kinds of communication; human (non-verbal, verbal), animal
- Develop increasing proficiency in dealing with many levels of oral and written language; discussion/conversation/ friendly letters
- Recognize relationships between oral and written language
- Recognize the appropriate use of the language of the subcultures (slang and colloquial usage/the jargon of teenagers)
- Recognize, understand and utilize syntactic groups in oral and written language: word groups (noun phrase, verb phrase, adjective phrase, adverb phrase), subject and predicate, sentence patterns (basic sentence, compound sentences and parts of sentences, subordinating clause) and expanding and compounding sentences
- Recognize conventional usage; demonstrating knowledge of and ability to follow conventions in speaking and writing; verb tenses (present, past, present progressive, past progressive), subject-verb agreement, pronoun forms, pronoun and antecedent, link verbs, appropriate punctuation
- Locate and become familiar with a great variety of sources of information including: personal experiences, experiences of others, dictionaries, simple thesauruses, encyclopedias, newspapers, periodicals, television and radio guides, pamphlets
- Efficiently and effectively extract information from a variety of sources using summarization skills
- Develop summarization skills: reflecting the logical order of ideas and events, arrange information according to similarities and differences, interpret information, identify main ideas and relevant details, attributes and definitions, locate and write topic sentences, discover the relationship between a composition and its title, identifying key words
- Apply summarization skills when listening, speaking, reading, writing and viewing: reading, listening and viewing for main ideas and supporting details. Writing sentence outlines and sentence summaries of oral, written and visual material. Making running notes while listening, reading and viewing. Writing narrative, descriptive, and expository paragraphs. Composing oral and written reports. Storytelling-orally,

visually, and in writing. Illustrating ideas using pictures and posters. Plotting information on charts and graphs. Debating

- Demonstrate proficiency by proofreading for errors and editing
- Demonstrate appreciation of expressed thought: enjoy the sound of poetry, recalling literary passages, relating the experiences of others to personal experience, identifying and being aware of attitudes and values expressed in literature, recognizing the human element, broadening personal experience of the physical world through listening, reading and viewing, becoming aware of changing values in society and in individuals, using literary form and techniques in creative compositions
- Interpret message and speculate upon the author's purpose
- Understand the context of expressed thought
- Differentiate visual, print and non-print forms of communication
- Identify the elements of form, content and literary technique: the elements of plot (introduction, rising action, climax, falling action, outcome), the description and development of character, the physical setting (time and place, mood), individual conflicts (protagonist vs. antagonist), point of view, figurative language (simile, metaphor, personification, puns, hyperbole, visual imagery), sound devices (end rhyme, repetition, onomatopoeic words), visual devices

THE NOVEL

What Is a Novel?

Books can be categorized into two major groups:

- 1) fiction-which includes novels and short stories;
- 2) non-fiction- which includes textbooks and journal articles.

The difference between fiction and nonfiction is a difference in realness. Nonfiction is real; it contains facts. Because it contains facts, its main purpose is to inform.

Fiction, on the other hand, is made up. Fiction can be a fairly long work, as a novel, or a relatively short work, as short stories. Its main purpose is to entertain the reader, to involve him/her in an incident that stirs his/her emotions and appeals to his/her imagination.

A novel is a fairly long fictionalized story. This does not mean that everything in the story is fiction. Historical novels, for instance, deal with real events and real people. However, since these real events and people are often interwoven with imaginary events and people, historical novels retain the label of fiction.

Choosing a Novel:

There are several guidelines that you can follow:

1. Think of the kinds of books you have enjoyed reading in the past or the kinds that you may enjoy reading.
 - a) **Mystery stories**- These stories frequently deal with the unraveling of strange and unexplored situations.
 - b) **Historical Stories**- Novels that deal with life during an earlier period of history are classified as historical.

- c) **Problem Stories**- These novels deal with the problems adolescents and adults encounter in trying to find a direction for their lives.

The novel

- d) **Adventure Stories**- These stories frequently focus on an individual's use of wit and physical power to overcome threatening situations.
- e) **Animal Stories**- Primarily, animal stories focus on the warmth that can exist in animal-human or animal-animal relationships.
- f) **Sport Stories**- These stories center around the excitement of the sports contest. In doing so, many sports stories also deal with problems of human relations and goals.

2. There are several ways to investigate a book. Read the book jacket, flip through the book and examine several pages to see whether or not the book is easy enough to read. In addition, many people read the first page of a novel to see if the author's manner of writing appeals to them. Look next at the size of the print and the length of the book.

Reading the Novel:

A novel, as we have said, is a fairly long fictionalized story. As you read your novel, it is important for you to be aware of the special structure of that novel.

Most novels are composed of these four major elements:

1. A series of events - **THE PLOT**
2. A group of people - **THE CHARACTERS**
3. A time and place - **THE SETTING**
4. A special meaning - **THE THEME**

The Plot

All novels have a plot. The plot is the pattern of major events that make up the story. A major event is any event that influences the direction of the story.

In a carefully constructed plot each event in the pattern is a necessary link in the outcome of the story. There is a connection between the incidents.

EXAMPLE:

1. The baby is stung by a deadly scorpion.
2. The mother and father take the baby to the town doctor for treatment.
3. The doctor refuses to treat the baby because the father has no money to pay for treatment.
4. The father discovers a priceless pearl which he believes will bring him wealth and happiness.

The Novel

The first three incidents are so closely related that one makes little sense without the other two. In addition, the third incident is vital to the impact of the fourth incident upon the reader.

In addition to a connected series of events, a good plot also contains several incidents that focus on or involve struggle, or conflict. These conflicts can be obvious and simple, such as the struggle of man against pursuers; or they can be subtle and complex, like the internal struggle between right and wrong. Conflicts add to the plot. Without them a plot is dull and meaningless.

A good way to evaluate the impact of the plot is to consider these questions:

1. Is the plot believable?
2. Do the events of the plot logically follow one another?
3. Do I find the plot interesting and exciting?

An absorbing plot will possess a sufficient number of conflicts to hold your interest.

The Characters:

Characters are the people in the story. Major characters appear frequently and play a major role in the story. Minor characters appear in the story only once in a while and have a less important effect on the outcome of the story.

An author acquaints her/his readers with the characters in her/his writing through a technique called **characterization**. Basically, there are four methods of characterization:

1. An author can describe physical appearance or characteristics. Very often an author will give you many clues about a character simply by presenting you with physical details.
2. An author can reveal the opinions and feelings of other characters toward an individual.
3. An author can relate what a character says and does. This method of characterization can be very effective in bringing a character to life.
4. Finally an author can reveal what a character is thinking and feeling. These thoughts often reveal the innermost soul of the character.

The Novel

In some novels the portrayal of characters is more important than in others. The following questions can help you to evaluate the role of the character in your novel.

1. Do I think that the main characters are realistic?

Realistic characters are characters that are fully developed. Because they are portrayed in all their strengths and weaknesses, realistic characters seem like people who would exist in the real world.

Unrealistic characters are characters who are not fully developed; they are portrayed as all good or all evil, all weak or all strong.

Characters must be judged through the eyes of the reader.

2. Do I sympathize with the main characters?

It is important for the reader to be able to react sympathetically to the characters in a novel. The reader must want the main characters to achieve their goals, to resolve whatever conflicts or struggles they are faced with.

The Setting:

The setting of the novel is the time and place in which the events of the novel occur. Sometimes the setting is specifically stated in the story; sometimes it is merely implied through a series of clues. Some of these clues may be:

1. names of people
2. geographical details
3. food
4. specialty words

Setting can function in two ways. It can simply function as the background of the story providing atmosphere and mood. When setting acts as background, it does not necessarily affect the events of the story or the way the characters act in the story.

Setting, on the other hand, can affect the story much more directly. It can actually influence the way the characters act and the way the events of the story turn out. This is especially true in historical novels, in which the activities of the characters and the outcome of the events often depend on the historical setting.

Here are some questions that will help you determine the nature of the setting in the novel you are reading.

The Novel

1. Does the setting have a major effect on the events of the novel?

If the setting does influence the novel in a major way, you will find that certain events occur due to the setting.

2. Do I find that the setting is vividly portrayed?

This is an important question to ask in trying to establish the role that setting plays in your novel. Even when the setting does not affect the events of the story in a major way, most readers still expect to be able to visualize clearly the scenes in the novel.

The author may paint vivid scenes for the reader by using vivid and concrete sensory details. She/he makes the reader not only see the scene but feel it as well.

The theme:

The theme of the novel is the general truth about the life that the novel expresses; it is the inner meaning of the work, the main idea of the book. Not every novel contains a meaningful theme. Some novels, especially mystery novels and historical fiction may not set forth deep truths about life.

When a novel does contain a theme, it is not usually stated directly in the work; rather it is implied in a general manner throughout the novel. It is up to the reader to search out the theme and interpret it in a way that is personally meaningful. The reader must decide what the book tells about the realities of life.

As you read your novel, look carefully for a theme. Ask yourself what meaning the book has for you, what message about life it conveys to you. You will probably not be able to establish firmly what the theme is until you have finished reading the book.

The following questions will help you clarify the importance of the theme to the book and to you:

1. Do I feel that the theme offers a meaningful message about life?
2. Do I agree with the theme?

Now that you have learned about the elements that compose a novel, you are ready to choose a novel which is appropriate for your age and personal interest.

FORMAT AND EVALUATION

ASSIGNMENTS:

Each group will be assigned specific assignments which will be included in the study guide. The teacher will proofread for grammar, punctuation etc.

EVALUATION OF THE ASSIGNMENTS

DISTRIBUTION OF MARKS:

Character Sketch:	20 marks
Chapter Summaries:	15 marks
Chapter Questions:	20 marks
Vocabulary:	10 marks
Response Journal	25 marks
Novel Projects:	35 marks
Novel Test:	<u>50 marks</u>
	175 marks

BIOGRAPHY OF MELANIE ZOLA

Melanie Zola was born in Calgary and was raised in Lethbridge, Alberta. After her marriage to Meguido, who was born in Cairo, Egypt, Melanie moved to Vancouver, British Columbia. They have a seventeen year old daughter, Marah.

Melanie is a professor at Simon Fraser University where she teaches drama, writing, reading and music. She spends her summers writing novels for teenagers. In 1983, she wrote the book called Sharon, Lois and Bram. In 1984, she wrote her first novel Peanut Butter is Forever. In the same year she wrote a book about Terry Fox. In 1986, she wrote the novel Alligators.

She received the David C. Cook award for Children's writing in 1978 and the Dr. S. O'Connell Scholarship in Children's Writing Literature in 1986. One can write to Melanie Zola c/o The Writers' Union of Canada 24 Ryerson Avenue, Toronto, Ontario M5T 2P3.

BRIEF CHARACTER DESCRIPTIONS

1. **Michelle** is a grade seven student whose nickname is “Mitch”. Michelle enjoys being “friends” with Dora although her mother, sister and some of her other friends do not approve of their friendship.
2. **Dora Klutzmann**, also referred to as Klutzy, is Michelle’s best friend. She is also in Grade seven. Dora is seen by others as an “outcast” and a loner who looks terrible.
3. **Terez** is Michelle’s sister who attends senior high school. Terez is concerned about Michelle’s image once she enters Junior High. She does not want her sister Michelle to hang out with a “loser” like Dora Klutzmann. Terez does not like to be seen at school with her sister and at times is ignorant to Michelle. Yet, Terez is really a concerned sister who acts in the best interest of Michelle.
4. **Mr. Numble** is the Principal of Clearview Junior High School. Because of his appearance, Mr. Numble is nicknamed “Bumble Numble”. He has neck jerks, erratic twitches of his chin, furrowed brows and often a hunted look in his eyes.
5. **Bonnie** is Michelle’s new friend. She is somewhat conceited and likes to put Michelle down. She has caramel colored hair, blue eyes and her religion is Mormon.
6. **Ms. Dewmil**, also nicknamed as Mildew, is Michelle’s homeroom teacher who teaches English.
7. **Mr. Samoraki** is the Biology teacher.
8. **Brad** is Frank’s right man.
9. **Frank Flatsam** is Bonnie’s friend who is an ignorant and mean jerk. He gets his laughs by putting others down.
10. **The group** consists of the following members: Carolanna, Frank, Bonnie, Larry and Michelle.
11. **Tim Winscott** is a tall, dark brown haired boy who has grey-blue eyes. He is a football star and is the editor of the Alexander Henry/Clearview Herald.
12. **Dianna** is Terez’s conceited friend who is the top cheerleader. Michelle really dislikes her.
13. **Mrs. Cinders** is the History teacher. p. 68

14. **Mrs. Prundle** is the Science teacher. p.67
15. **Mrs. Small** is the School Counselor. Even though she is nicknamed “the shrink”, she is well liked by the student body.
16. **Gina** is the typist for the Herald school paper.
17. **Mrs. Friedman** is the Klutzmans’ neighbor. P.94.

DETAILED CHARACTER DESCRIPTIONS

1. Michelle Leland

In the novel Peanut Butter is Forever, Michelle, also referred to as Mitch, is the main character. Michelle dresses well and she is a good looking girl with a fantastic smile and gorgeous eyes.

Michelle Leland who is in her teenage years (twelve or thirteen years old) struggles with change. She enters grade seven at Clearview Junior High School but is unsure if she will make new friends. Her mother has forbidden Michelle to continue her friendship with Dora Klutzmann, her long time friend and neighbor. Michelle is devastated at the thought of entering Junior High without Dora but she has no choice but to obey her mother.

Michelle meets a nice girl named Bonnie who becomes her friend. In the first part of the novel, Michelle acts as a “follower”. She wants to be accepted by her new “peer group” and under no circumstances does she want to jeopardize this new relationship. She is forced , by the “group” to be part of a scam against Dora Klutzmann (her ex-friend). She does not like the idea and voices her opinion to Frank. Frank does not give Michelle much choice and she is forced to participate in the mean act. Michelle’s own identity and strong character reveals itself as she stands up for Klutzy in time of need. She saves Klutzy from the scam but ends up with a black eye.

Michelle comes to the realization that she has been ignorant and mean to Dora. Michelle decides that she would rather “hang out” with true friends (who might be seen as losers) as opposed to “friends” who put each other down and who play mean tricks on each other.

Furthermore, Michelle has one sister, Terez Leland, who is a very popular student at Alexander/Henry Senior High School. Michelle likes her sister most of the time, although

Terez can be extremely mean to Michelle. For example, one time when Michelle wanted to catch a ride home from Terez, her sister expected Michelle to wear a brown paper bag over her head! She did not want to be seen with her younger sister Michelle in fear that it would ruin her popular reputation!

Overall, Michelle is a sincere character and is mostly seen as the “protagonist” in the novel. She is forced into a situation (leaving her best friend) over which she has no control. This encourages the reader to feel compassion for Michelle. Michelle has her flaws but comes out to be a true friend and a hero at the end of the novel.

2. Dora Klutzmann

The second main character in the novel is Dora Klutzmann, also nicknamed as “Klutzy.” Dora is a grade seven student at Clearview Junior High School. She used to be Michelle’s best friend before entering Junior High School. She is a caring individual who likes to help people in need. For instance, when Michelle was sick in bed for a whole week, she brought daily homework to her.

Klutzy sounds like a normal teenager although she is described as having crossed eyes, a freakish look and a clumsy walk. Unfortunately, her father abuses alcohol and her sister has been caught shop lifting. In addition, everything Dora does turns out wrong even though her intentions are good.

Dora seems to be an easy target to “be made fun off” especially at school. She has no friends and lacks self-image, confidence and self-esteem. She is a “loner” for a great part of the novel until Michelle finally comes to her senses.

Near the end, Dora is no longer the passive little girl the reader knew at the beginning of the novel. She has changed her appearance (thanks to Tim and Gina, her working partners

for the school paper). She wears her hair fluffier around the face, wears nail polish and dresses herself better. Klutzy demands to be called Dora from now on, instead of Klutzy.

As a result of Dora's new job and appearance, she has more self-confidence and she finally learns to stand up for herself. She is angry at Michelle for leaving her at a time when she needed her most. Michelle had copied her poem and taken credit for it and she had participated in the scam against Dora. Both Michelle and Dora were mad at each other but near the end of the novel they became good friends again, this time with the permission of Michelle's mother.

3. Terez Leland

Terez Leland is Michelle's extremely "sophisticated" older sister. (At least that is what she would like Michelle to believe). Throughout the novel, Terez acts as Michelle's older sister who looks out for Michelle's best interest. At times she can be ignorant and mean yet in the end she supports and helps her sister in a time of need.

Terez has thin, graceful fingers, long, golden hair and a keen sense in style. She is one of the most popular students at Alexander/Henry Senior High School. Her popularity is partially due because of the lead roles she has played in Drama Club productions and presentations. Her admiration by many students makes Terez think that she is too good for her younger sister and she refuses to be seen with Michelle in the same car. However, when times get rough and Michelle wants some advice, Terez is there to help.

Terez's best friend, Di (Dianna), looks as though she is a fashion model. They are both cheerleaders for the Alexander Henry Sugar Kings Basketball team.

Even though Terez is at times obnoxious, deep down she really cares about Michelle and helps her a lot by giving advice on how to survive Junior High School.

4. Frank Flatsam

Frank is a rude character in the novel and is portrayed as the “antagonist” or “bad guy.” His possible involvement with drugs could begin to get him in trouble with the law.

He does not enjoy the presence of Dora Klutzmann and is determined to set up a scam against her. He uses terrible language, especially against Dora. For example, the time when Frank called down to Klutzy: (p.47)

“Hey, scab face, what ragbag did you get your fancy threads from? Couldn’t have been Dan’s Used Duds shop. Didn’t they tell ya’ that you shouldn’t go digging in the garbage cans out back?”

Frank also dislikes Michelle as she never approves of his ideas. He ends up giving Michelle a black eye for revealing their scam against Klutzy.

Frank is extremely violent and is so filled with turmoil that this anger comes out in destructive ways. He enjoys putting other people down to make himself feel good. He likes people who follow his orders but disrespects those who do not. At school, he has established a reputation for himself as being the “tough guy” and he feels he has got to uphold that reputation.

Overall, Frank’s character is not meant to be liked by the reader. He is portrayed as a mean person who does not care about other people’s feelings.

5. Bonnie

Bonnie is a fairly minor character in the novel. Bonnie is in grade seven at the same school Michelle attends. She has caramel colored hair and shiny blue eyes. She belongs to the Mormon young people’s group with whom she spends most of her free time. She is always ready for a laugh, unfortunately at times at the expense of others.

Bonnie is a fairly passive person who likes to belong to the “in crowd”. Unfortunately she has chosen the wrong friends (Frank, Carolanna, Larry) to “hang out” with and she is afraid to speak up against them (unlike Michelle). She is forced into situations in which she would rather not participate. (For example, the scam against Dora).

Bonnie tries to warn Michelle indirectly that Frank is out to give Michelle another black eye.

Bonnie is a very believable character in the novel and she tries hard to be part of the “in crowd”. Unfortunately, she does not have enough determination to stand up for herself (her beliefs, morals and values) or to speak out against “the group”. This attitude might eventually get her into trouble.

6. Tim Winscott

Tim Winscott is a tall, solid guy with dark, curly hair, grey and blue eyes and perfect teeth. He is a perfect dresser and is described in the novel as a “perfect hunk”. He works for the school news paper and is well liked by many.

Tim is down to earth and accepts people for who they are. He tries to help people by being kind to them. For example, he tried to help Dora improve her self-image by giving her a job, changing her looks and her dress code.

Tim also believes that people should pay for their mistakes. Tim offers Michelle a job as Junior Editor for the school newspaper. This job description sounds far grander compared to her job responsibilities, which include cleaning out garbage cans and ash trays and bringing others coffee. Tim felt Michelle needed to be taught a lesson for having lied to him about the poem she did not write and for having mistreated and abandoned her best friend, Dora.

Overall, Tim is a nice guy who is well liked by his fellow students. He stands up for the truth and believes in giving people a second chance.

7. Mrs. Small

Mrs. Small also known as the “shrink”, is a very short school counselor. She used to teach grade one before coming to Clearview Junior High School.

Mrs. Small is a sweet, compassionate character who is concerned about the students’ well-being at Clearview High. She is well liked by students although her office is not the most favorite place to meet. Many students call her office the “shrink’s office” and they do not like to be seen there. Instead, Mrs. Small likes to meet in the science room, where she makes the students feel comfortable. Mrs. Small plays a major role in solving Michelle’s problems.

In short, Mrs. Small has a warm personality and some people have strong urges to “sit on her lap”. She makes people feel welcome, comfortable and she is always eager to help a student. She is very approachable and students in general like her very much.

8. Ms. Dewmil

Ms. Dewmil or also known as “Mildew” is Michelle’s English teacher and homeroom teacher. Her hobbies are writing stories and poetry. She resembles Klutzy and rolls her ankle socks.

Students like to play pranks on her as she is a very vulnerable character. Frank for example put Scope mouthwash on her desk. Unfortunate for Frank, Ms. Dewmil ignored the whole situation and continued her lesson as usual.

Ms. Dewmil generally shows up late for class to avoid a previous incident from re-occurring. At one time, her students had locked her up in her own classroom during the

last period of the day. She was not released until later that night when the janitor noticed someone in the classroom.

Ms. Dewmil certainly tries to do her best to teach students well but because of her odd behavior and clumsiness she is not well liked by students (in general) and is vulnerable for becoming the target for pranks.

9. Mr. Numble

Mr. Numble is the principal at Clearview/Henry Alexander Junior/Senior High School. Mr. Numble, or “Bumble Numble” as the students at Clearview Junior High call him, has an erratic twitch of his chin. He has furrowed eye brows and a hunted look in his eyes. This is the reason why students nicknamed him Bumble Numble. He, too, like Miss. Mildew, is somewhat clumsy and odd looking. He dresses like a clown by wearing jackets that are orange in color and golden pants that look like they have been cut out of vinyl. He is overweight and continues to hide his “belly” by pulling on his jacket.

In general the kids do not have much respect for him. They laugh at his appearance and make fun of him. For example, three times Mr. Numble yelled to the students in the gym, “May I have your attention, please!” The grade sevens quieted down but not the senior grades. They were still popping bubbles and laughing hysterically.

Mr. Numble means well and shows sincere interest in his student. Unfortunately, because of his appearance and mannerisms, he is not well liked or respected by many students.

CHAPTER SUMMARIES

CHAPTER 1

At the beginning of chapter one, Terez Leland urges her sister to seek new friends before Junior High School starts, and to discontinue her friendship with Klutzy (Michelle's best friend). Terez is afraid Michelle will end up as a loner if she continues to befriend Klutzy. Klutzy got her nickname because she is a person with low self-esteem, she is cross-eyed and she trips over everything, even her own feet! Michelle dislikes the idea of getting new friends and ignores Terez's comments about Klutzy.

CHAPTER 2

In chapter two, Michelle and her mother have a good talk about friendship. Michelle's mother is afraid her daughter will suffer socially if she continues her friendship with Klutzy because Klutzy is a popularity killer and a bad influence. Her mother reminds Michelle of the time when Klutzy watered their plants while they were on vacation. Unfortunately all the plants had received too much water and died. Michelle's mother also reminds her of the fact that Klutzy's dad is an alcoholic and her sister a shoplifter. Michelle reminds her mother how Klutzy wrote all the homework down for her when she was sick for a week. In the end, Michelle's mom ends up forbidding Michelle to continue her relationship with Klutzy. Michelle realizes she has no choice but to obey her mother and she is afraid to start Junior High School without her best friend Klutzy.

CHAPTER 3

It is the beginning of a new school year and Michelle has made a new friend named Bonnie. Even though she likes Bonnie, she can not help compare her to Dora and wishes for old times to return.

CHAPTER 4

In this chapter, Frank, a rotten rat, has put a bottle of Scope on Miss Dewmill's (Mildew's) desk. Michelle starts to question her decision to be Frank and Bonnie's friend. Miss Mildew also assigns a poetry assignment where students are to write about a time in their lives when they had to answer the question "to be or not to be".

CHAPTER 5

Michelle is part of a prank to push Dora Klutzmann into her locker and leave her there overnight. Michelle disapproves of the plan but has no choice but to participate. After all, Michelle wants to be accepted by her friends. Michelle ends up denying three times that Dora has been her previous friend. She remembers the story of Jesus and Peter told to her in Sunday school when she was small. Jesus says to Peter, Before the cock crows thou shalt deny me three times.

Frank Flatsam calls Michelle "Lady Muck" and reminds her of her responsibility to "take care of her share of the action" in the prank against Dora.

CHAPTER 6

This is the chapter in which we realize why the book is called Peanut Butter is Forever. The plot is developing and Michelle receives a letter from her ex-best friend, Klutzy stating how much she misses Michelle and how much she dislikes Junior High School. Klutzy encloses a poem called "Peanut Butter is Forever".

CHAPTER 7

In this chapter, Bonnie reminds Mitch (Michelle) that the take-home exam is due today (Wednesday). Unfortunately, Michelle has not finished her assignment. Just when Michelle thinks that Mildew is going to kill her, she stumbles upon Klutzy's poem.

“Peanut Butter is Forever” saves the day. Michelle copies the poem and writes her own name on it.

CHAPTER 8

Frank Flatsam’s “in crowd” (Bonnie, Mitch, Carolanne, Larry and Frank) are out to get Klutzy. Their plan is to jam Klutzy into her locker after school. Michelle plans to free Klutzy after everyone else has parted, but things do not work out that way. Instead, Michelle warns Dora about the prank but Frank is furious with Michelle and punches her in the face. Even though Michelle ends up with a blue eye, the important thing for Michelle is that she saves her former friend from embarrassment and humiliation.

CHAPTER 9

Michelle stands staring at the bulletin board when a gorgeous hunk steps up behind her and compliments her poem. He finds out she’s Terez Leland’s sister, Michelle. He introduces himself as Tim Winscott, the star-football player and editor of the Alexandre Henry/Clearview Herald. She melts into a puddle when he asks her to be the poetry columnist for the school paper.

CHAPTER 10

Terez is talking with her friend Dianna when Michelle enters into the conversation. Terez does not like to be seen with her sister Michelle at school. Terez finally agrees to give Michelle a ride home providing she wears a Safeway paper bag over her head. Michelle agrees to put the bag over her head and on the way home tells her sister the problems she has with Frank Flatsam, the crowd, Klutzy, the poetry assignment and her encounter with the gorgeous Tim Winscott. Michelle was expecting some help but Terez just tells her she should have been honest and told everyone the truth right from the beginning.

CHAPTER 11

In this chapter Michelle arrives at school and Bonnie gives her a hint that Frank is planning to give her a second black eye. When she hears this she runs to a nearby Alcove and squeezes herself in beside a fire extinguisher. She assumes that either Frank or one of his friends are guarding all exits. After about two minutes, Mrs. Small the school counselor, walks by and notices Michelle tucked away in a corner. Mrs. Small tries to pull Michelle out of the Alcove. Both of them manages to dislodge the fire extinguisher causing it to spray foam all over them making the two of them look like melting abominable snowmen or banana cream pies. After that experience, Mrs. Small and Michelle change into dry clothes and talk about Michelle's problems in the science lab.

CHAPTER 12

Michelle arrives at the Herald office the next day to meet with Tim. The lead typist for the Herald, Gina, shows her to the office and Michelle explains that Dora Klutzmann is the real writer of "Peanut Butter is Forever". Dora gets the poetry columnist's job and Michelle gets the junior editor job. Gina, Tim, Dora and Michelle celebrate with a coke.

CHAPTER 13

Klutzy is all wrapped up in her new school paper job. Michelle attempts to talk to Klutzy but Klutzy is not interested and "snaps" at Michelle. Michelle notices that Klutzy's finger nails are polished and that her hair is fluffy around her face. Michelle confronts Klutzy about this sudden change and Klutzy explains to Michelle that Tim and Gina are working on her personal and social appearance. Klutzy also demands to be called Dora, not Klutzy. Michelle is trying to rekindle her old friendship with Dora who is not interested. Michelle feels Gina and Tim are trying to take her best friend away from her.

CHAPTER 14

Mitch (Michelle) storms into the house and runs to her room. Terez enters her room and offers Michelle some uplifting news and advice. Mitch straightens up and counts her blessings. Michelle's mother approves of Michelle's friendship with Dora now that Dora has changed her appearance and has a real job. After a while, Dora phones to apologize about her previous attitude towards Michelle. Michelle accepts her apology and they decide to go to the movies together.

ELEMENTS OF THE NOVEL

A. Plot Outline

1. **Exposition:** The reader is introduced to the main characters- Michelle, Dora, Terez, Bonnie, Frank, Michelle's mother and Mrs. Small.

The setting is also introduced and the story mostly takes place at Clearview Junior High school in Lethbridge, Alberta.

The initial incident which gets the plot moving occurs when Michelle is forbidden, by her mother, to see Dora Klutzmann (her best friend). Michelle is encouraged to seek new friends and to move on with her life.

2. **Rising Action:** Michelle makes new friends at Clearview Junior High. Bonnie is a girl who Michelle really likes. Unfortunately, Bonnie is being influenced by Frank (Bonnie's friend) who is a gang leader. He is mean and enjoys putting others down.

In addition, Michelle ends up copying Dora's poem called "Peanut Butter is Forever" and hands the poem in as her assignment for English class. Dora is furious when she finds out what Michelle did.

Not only is it bad enough that Michelle copied Dora's poem. Tim Winscott, the newspaper editor for the school paper, was so impressed with Michelle's poem that he offered her a position as poetry columnist. Michelle gracefully accepts the position but she knows deep down that she is in more trouble than ever!

3. **Climax**: Michelle gives Frank's plan away and saves Dora from embarrassment and humiliation. Michelle realizes how badly she has treated Dora and she wants to "set the record straight."
4. **Falling Action**: Michelle approaches Tim Winscott and tells him the truth regarding Dora's poem. Tim hires Dora as Poetry columnist and offers Michelle a job as Junior Editor (cleaning the garbage, ash trays). Tim feels Michelle has to learn from her mistakes.

Furthermore, Michelle tries to befriend Dora again. Dora, however, hates Michelle for having left her at a time she needed her most, for having copied her poem and for having wanted to participate in the scam against her. It seems Dora will never forgive Michelle for what she has done.

5. **Conclusion**: Michelle is mad at Dora for not forgiving her. Dora is miserable as she realizes what a good friend Michelle had been in the past. Dora decides to phone Michelle to apologize for the way she behaved when Michelle confronted her. They both make up and go to the movies.

B. CONFLICTS

A good plot is constructed of several incidents which are connected. It also includes incidents that focus on or involve struggle or conflict. These conflicts can be obvious and simple, such as the struggle of human against human; or they can be subtle and complex

like the internal struggle between right and wrong. Conflicts add to the plot. Without them a plot is dull and meaningless.

There are several conflicts found in the novel Peanut Butter is Forever written by Melanie Zola. These include mostly person vs. person, person vs. self, and person vs. Society.

The first conflict in this novel is one of person vs. person and person vs. self. Michelle struggles to accept the fact that her mother and her sister, Terez, dislike Dora, her best friend. Michelle's mother demands that Michelle seeks new friends. Michelle would like to disobey her mother but struggles with the moral issues which were taught to Michelle. After contemplating the pros and cons, Michelle decides to eventually obey her mother.

Another person vs. person conflict arises when Michelle meets Frank. Michelle dislikes Frank and his ignorant and mean ideas. She struggles with the fact that Frank is in control and is out to hurt others. Yet, she does not have much choice but to conform to Frank's crazy ideas just to "be accepted" by the group.

A person vs. self-conflict arises when Michelle realizes she did not finish her English assignment on time. She panics, copies Dora's poem and hands it in to Ms. Mildew. Michelle knows, she is morally wrong and she is conscious of the fact that she is committing plagiarism yet she chooses to ignore her inner feelings and believes and acts against her own principles.

Michelle contemplates whether or not to participate in the scam against Dora. (pushing her in her locker and locking it). Michelle is in conflict with herself as she wants to participate in the scam so that she is "accepted" by her new friends. Yet, she knows what the group will be doing to Dora is mean, ignorant and morally wrong. Fortunately, Michelle's strong personal character reveals itself as she rescues Dora from embarrassment and humiliation.

The above example can also be considered a person vs. society conflict. Society often views teenagers as trouble makers. If Michelle had participated in the prank against her ex-best friend Dora, then, Michelle would have been living up to society's misconception that "all teenagers are troublemakers." If she had not participated in the prank, she would have proven to society that there are many well-behaved and respectful teenagers.

Also Society puts pressure on teenagers to be accepted by others. Many people believe if one is not accepted in a group situation he/she is an outcast, a loner or a nobody. A prime example from this novel is Dora, who is seen as the "social outcast" and "loser" because she has no friends. Does this mean Dora is less of a person than Carolanna, Bonnie, Michelle or Frank? Society would view Dora as a person who has some personality problem. After all, why would she not have friends?

Another person vs. society conflict is the fact that Frank is involved in selling drugs. Drugs trafficking in our society is viewed as an illegal act and people are criminally charged if they are in possession or in use of illegal substances such as marijuana or hashish. Obviously, Frank's difficulty is obeying society's rules and obeying the law.

Another conflict apparent in the novel is the group vs. person conflict. The Junior and High school students, in general, view the principal, Mr. Numbler, as a social outcast and a "reject" since he dresses and acts differently from the other teachers. Perhaps the question to ask is "Who determines the social norms of how a person should dress or act?"

The last conflict talked about in the novel is categorized as yet another person vs. person conflict. Dora absolutely despises Michelle for what she has done to her; leaving her at a time Dora needed Michelle the most, copying her poem and taking credit for it and wanting to participate in the scam against her. Michelle on the other hand, is mad at Dora for not wanting to become friends after she straightened out her wrong doings. After all, Michelle did get Dora the job as poetry columnist at the Herald school paper.

Furthermore, Michelle had apologized to Dora for having copied her poem and she had saved Dora from humiliation and embarrassment. What more did Dora expect?!

The conflict resolves itself as Dora realizes what a great friend Michelle has been throughout the years. Both Michelle and Dora forgive each other and they decide to rekindle their old friendship thus providing a happy ending to Peanut Butter is Forever.

As demonstrated above, there are numerous conflicts found in the novel "Peanut Butter is Forever", written by Melanie Zola. The manner with which these conflicts are dealt with greatly impact the lives of many people. Dora faces loneliness as Michelle left her best friend. Michelle is unhappy as she is forced into a "no win" situation where she loses her best friend Dora. In addition, Michelle faces new challenges, fears and uncertainties as she enters Junior High School. Not only is Michelle attending a new school, she is also forced to seek new friends who may not necessarily influence her life positively. Michelle struggles as she is forced to choose between her "new friends" and Dora. She is afraid if she chooses the latter, she will be labeled as a "social reject" by "the group."

What their lives would have been like had they made different decisions during the progress of the novel, is difficult to determine. However, it is clear that conflicts and how they are resolved have a great impact on individual lives.

C. Setting

The story takes place in Lethbridge, Alberta. The settings within the city of Lethbridge vary from Michelle's home to Clearview Junior High School (the school Michelle attends). The Gym, the English room, the Science room, the Hallway, the School Paper's Office, the School office and the parking lot are all locations described in different scenes.

D. Themes

The following are major themes talked about in this book:

1. The importance of friendship.
2. Teenagers struggle to gain independence, to make their own choices and to attain their own identity.
3. How peer pressure influences the lives of teens today.

This novel is very appropriate for grade six and seven. Melanie Zola, the author of Peanut Butter is Forever, certainly describes the daily challenges teenagers are faced with in today's society. She stresses the importance of a good upbringing which influences teenagers in their daily decision making process.

The theme so prominent throughout this novel is the importance of friendship. Dora and Michelle were torn apart by Michelle's mother at a time when they needed each other most. Both were faced with new challenges and pressures often encountered when entering Junior High School. This was the time Michelle and Dora could have given each other support and encouragement. Instead, each of them had to fend for themselves and face daily obstacles alone.

Teenagers often value their friend's opinion above that of their parent's. If this added security of friendship is taken away from teenagers, their self-image, values and perhaps morals may be jeopardized which in turn may cloud their judgment and eventually lead to wrongful decision making. Michelle is a prime example of the above scenario. She is faced with losing her best friend. Her self-esteem and self-image suffer and her judgment is clouded by the influence of her new peers ("the gang"). She knows that some of her new friends are out to hurt others. Michelle dislikes the idea yet she is influenced by the fact that she wants to belong to a group and have new friends. She is afraid that if she reveals her true personality, her "new friends" will disown her and she will be labeled as a "social reject" or an "outcast".

The second important theme in this novel is the fact that teenagers would like to make their own decisions. Most of them dislike being told what to do, especially by their parents and they often rebel if they are faced with a confrontation. These teenagers strive for independence and want to venture into the world on their own. Michelle in the novel despises her mother for having separated her from Dora (her best friend). Michelle believes she is old enough to make her own decisions and she tries to argue with her mother. Unfortunately, Michelle is forced to obey her mother and is encouraged to seek new friends. According to me, there was no apparent reason why Michelle was not allowed to continue her friendship with Dora. Dora is somewhat out of the ordinary and is different from others but why does everyone have to conform to the norm? I understand Michelle's mother's concern that perhaps Michelle might be labeled as an "outcast" or a "loner" but parents can never protect their child(ren) in every situation. Teenagers need to experience peer confrontations and they need to learn to stand up for themselves. Yes, there will be times they might get hurt in the process, but that is part of life's lesson.

The third theme talked about and which coincides with the above-mentioned points is how peer pressure influences the lives of many teens today. Often if teenagers do not conform to the group's expectations they are seen as outcasts. Why is it that all teenagers should wear "Guess" jeans and Mondetta shirts anyway? Who sets these particular guidelines and advertises these brand names? I guess the answer would have to be, our society. Our society is putting so much pressure on teenagers to perform well in school, to dress according to the latest trends and to be the best looking slim figured models as seen on t.v. or in magazines. What happens if a teenager, like Dora Klutzmann, does not fit this category, as is the case in the novel Peanut Butter is Forever? What happens if parents cannot afford these brand name clothes? In Dora's case, her family could not afford any luxury. Her father is an alcoholic, her mother is never mentioned in the novel and her sister was caught shop lifting once. Does this mean Dora should automatically be labeled as a "social reject" or an "outcast?" Dora in the novel is described as a person who is clumsy and uncoordinated. She is not the best looking girl in school but she has

good manners and has a genuine interest in the well being of others. Why then is she being punished for whom she is rather than what others want her to be?

Michelle on the other hand, is being forced, by the gang, to participate in an act she believes is morally wrong (jamming Klutzy into her locker and locking her up). Yet, the peer pressure to belong to the group is so strong that it leaves Michelle with little choice but to obey Frank, her group leader. Michelle is afraid that if she does not participate in the scam, she will be rejected by the group and will be an outcast forever. What Michelle fails to realize is that she is being controlled by others and that she is sacrificing her own morals and values to belong to a group which has no interest in her as an individual. Fortunately, Michelle comes to her senses as she rescues Klutzy from the locker scandal. She realizes how much she has missed Klutzy and how much she has hurt her. She also comes to understand that the group members are not her real friends. Based on her experience, Michelle decides to straighten out her wrong-doings with Dora and both become best friends once again.

From the above information we can conclude that the reader of the novel Peanut Butter is Forever certainly learns the importance of friendship especially during the teenage years. Peer pressure, as talked about in the novel certainly is a strong determiner how teenagers will act at this age. Hopefully with the right upbringing, teenagers will be able to remain their own person with their own identity, believes, values and morals.

CHARACTER INTRODUCTIONS, CHAPTER SUMMARIES AND VOCABULARY

CHAPTER 1: TEREZ HAS HER SAY

Character Introductions:

1. Michelle (also known as Mitch) is a grade seven student at Clearview Junior High School. Michelle enjoys her friendship with Dora but her mother and sister disapprove.
2. Dora Klutzmänn (also known as Klutzy) is Michelle's best friend and is also a grade seven student at Clearview Junior High School. Dora is seen by others as an "outcast" and a loner who looks terrible.
3. Terez is Michelle's sister who attends Senior High School. Terez is concerned about Michelle's image once she enters Junior High. She does not want her sister Michelle to end up like Klutzy (a loser). Terez at times can be ignorant to Michelle but in general she is really a concerned sister who acts in the best interest of Michelle.

Summary:

Terez urges Michelle to seek new friends and to disassociate herself from Klutzy. Terez fears that Michelle's "image" is in jeopardy when she continues to be around Klutzy. Terez describes Dora as a "Klutz, a dog-faced loser and an outcast".

The story takes place in Lethbridge.

Vocabulary:

Primly p.9:

Aghast p. 11:

Taunt p. 12:

Stew p.12:

CHAPTER 2: BIRDS OF A FEATHER

Summary:

Michelle's mother agrees with her daughter Terez, that it is time for Michelle to seek new friends. Her mother explains to Michelle that she will be considered a strange duck- if she continues to chum with Klutzy. She forbids Michelle to see Dora again and Michelle has no choice but to obey her.

Vocabulary:

Horizons p.15:

Fume p.15:

Indispensable p.16

Decipher p.16:

Conceited p.19:

Undaunted p.19:

Obstinate p.19:

Reprimands p.19:

CHAPTER 3: MAKING COMPARISONS

Character introductions:

1. Mr. Numble is the Principal of Clearview Junior High School. Because of his appearance, Mr. Numble is nicknamed "Bumble Numble". He has neck jerks, erratic twitches of his chin, furrowed brows and often a hunted look in his eyes.
2. Bonnie is Michelle's new friend who has caramel colored hair, blue eyes and her religion is Mormon. She is somewhat conceited and likes to put Michelle down.

3. Ms. Dewmil, also nicknamed as Mildew, is Michelle's homeroom teacher who teaches English.

Summary:

Michelle has distanced herself from her ex-best friend Klutzy. Michelle attends her first day of school where she meets principal Numble also nicknamed as "Numble Bumble". Bonnie is Michelle's new friend who seems nice but Michelle still misses her best friend "Klutzy".

Vocabulary:

Erratic p.22:

Juts p.24:

CHAPTER 4: TO BE OR NOT TO BE

Summary:

Michelle's new English teacher is Ms. Dewmil. Frank, Michelle's classmate, puts a bottle of Scope mouthwash on Ms. Dewmil's desk but she ignores the prank and starts teaching Shakespeare. The class is assigned to write a poem about a time in their life when they did or did not answer the question ... "to be or not to be?"

Michelle feels pressured by her new friends to perform pranks on others. Michelle is afraid if she does not conform to the group's expectations, she will become an outcast and a loner (just like Klutzy).

Vocabulary:

Grungy p.26:

Mangled p.26:

Console p.28:

Wilt p.28:

Rivet p.29:

CHAPTER 5: BEFORE THE COCK CROWS, THOU SHALT DENY ME

Character introduction:

1. Mr. Samoraki is the Biology teacher.
2. Brad is Frank's right man.
3. Frank Flatsam, Bonnie's friend, is an ignorant and mean jerk. He gets laughs by putting others down.

Summary:

Frank doesn't like Michelle since she does not like any of his ideas. Now Frank wants to pull a prank on Dora Klutzmann but Michelle gets angry. Bonnie explains to the group that Michelle used to be friends with Dora. However, Michelle does not want the group to know this and ends up denying this accusation three times.

Frank calls Michelle "Lady Muck" and reminds her of her responsibility to take care of her share of the action in the prank against Dora.

Vocabulary:

Exasperated p.33:

Descends p.34:

CHAPTER 6: SINCERELY KLUTZY

Summary:

Dora misses Michelle as her best friend and decides to write her a letter. Attached to the letter is a poem called “Peanut Butter is Forever”. Dora believes peanut butter never changes and will always continue to be the same old comforting friend she has always known.

Vocabulary:

Contemplating p.37:

CHAPTER 7: DUE DAY

Summary:

At school, Bonnie asks Michelle whether she has completed her take-home writing exam for English class. Michelle is shocked as she has totally forgotten that the assignment was due that day. Michelle panics and out of desperation copies Klutzy’s poem “Peanut Butter is Forever” and hands it in to Miss Mildew with her name on it.

Vocabulary:

Clamours p.40:

CHAPTER 8: OUT TO GET KLUTZY

Summary:

The group, Carolanna, Frank, Bonnie, Larry and Michelle are ready to put their prank into action. They will try to jam Klutzy into her locker (182B) and leave her there over night. Fortunately, Michelle comes to her senses as Frank approaches Dora and starts calling her names. Michelle yells at Dora to run up to the office and to avoid taking the exit door. Before Michelle could finish her sentence she feels a thud and falls momentarily unconscious.

Vocabulary:

Dingy p.44:

Console p.45:

Muse p.47:

Slugging p.48:

CHAPTER 9: I'M FAMOUS-NOW WHAT'LL I DO?

Character introduction:

1. Tim Winscott is a tall, dark brown haired boy who has grey-blue eyes. He is a football star and is the editor of the Alexander Henry/Clearview Herald.

Summary:

Michelle has a black eye from Frank's punch but she is happy she stood up for Dora. Michelle, while standing in the hallway, gazes in astonishment at the poem "Peanut Butter is Forever" which is displayed on the bulletin board by Ms. Mildew's classroom.

Tim Winscott approaches Michelle and comments on how much he likes her poem and he asks her to be the poetry columnist for the “Herald”. Michelle gratefully accepts.

Vocabulary:

Grimace p.51:

CHAPTER 10: TEREZ ON THE SCENE

Character introduction:

1. Dianna, Terez’s conceited friend, is the top cheerleader. Michelle really dislikes her.

Summary:

Michelle begs Terez to give her a ride home during lunch time. Terez finally agrees as long as Michelle wears a brown Safeway bag over her head. Terez is mean and rude to expect this of her sister but Michelle agrees to pull the bag over her face.

On the way home, Michelle explains: the prank against Dora Klutzmann, how Frank had punched her in the face when she tried to save Dora, how she had taken credit for Dora’s poem and how she was approached by Tim Winscott to be the poetry columnist for the Herald.

Vocabulary:

Exasperated p.54:

Disdain p.54:

Adamant p.55:

Gibe p.58:

CHAPTER 11: TAKING COUNSEL

Character introduction:

1. Mrs. Cinders is the History teacher. p. 68
2. Ms. Prundle is the Science teacher. p.67
3. Mrs. Small is the School Counselor. Even though she was nicknamed “the shrink”, she was well liked by the student body.

Summary:

At school, Michelle runs into Bonnie who warns her that Frank will beat her up again. Michelle is scared and hides behind the fire extinguisher. She sees Mrs. Small walk by and asks for her help. Michelle explains the whole story to Mrs. Small (also known as “the shrink”). Mrs. Small informs Michelle that the principal has received an anonymous note stating facts about Frank. (this note was written by Michelle’s sister Terez). The principal has enough evidence against Frank and suspends him for at least three months. In addition, the police are investigating into Frank’s possible involvement with drugs. Mrs. Small summarizes Michelle’s problems: 1) Michelle feels she has deserted her best friend 2) She copied a poem from Dora and took credit for it 3) She wants to tell Tim Winscott the truth about the poem.

Vocabulary:

Resolutely p.61:

Pungent p.68:

Lorded p.69:

Unperturbed p.70:

Misdemeanours p.71:

Concede p.73:

Dubious p.74:

CHAPTER 12: THE PLAN

Character introduction:

1. Gina is the typist for the Herald school paper.

Summary:

Michelle meets Tim in his office. Michelle tells him the truth about the poem “Peanut Butter is Forever”. Tim agrees to hire Klutzy as the poetry columnist while Michelle gets the job as Junior Editor (which is more like a janitor’s job).

Vocabulary:

Gawks p.78:

Dubiously p.79:

Divergent p.80:

Disarmingly p.80:

CHAPTER 13: PEANUT BUTTER IS FOREVER

Summary:

Michelle meets Klutzy at the school paper’s office where Klutzy is working hard on a deadline article. Klutzy makes it clear to Michelle that she wants to be called Dora from now on. Tim and Gina have helped Dora improve her appearance and have given her a

new “image”. Dora is extremely mad at Michelle for deserting her and both part in bad humour.

Vocabulary:

Optimist p.84:

CHAPTER 14: ON MY WAY

Character introduction:

1. Mrs. Friedman is the Klutzmannis’ neighbor. P.94

Summary:

Terez visits Michelle in her room and tells Michelle she is well liked by her friends and that she looks good. Michelle suddenly gains in confidence and self-esteem.

Dora phones Michelle and apologizes for her previous actions. She would like to be Michelle’s friend again. Michelle’s mom agrees to the friendship since Michelle has been so unhappy without her best friend. Furthermore, Dora’s appearance and personality has changed and Dora has received a job with the school’s newspaper. The story ends with Michelle and Dora going out to the movies.

Vocabulary:

Ranting p.89:

Incandescent p.92:

Morose p.93:

Astounded p.95:

DIFFICULT WORDS AND DEFINITIONS

CHAPTER 1

1. ***Almighty (p.7):*** In charge, very powerful, mighty
2. ***Riled (p.8):*** Full of energy, hyper
3. ***Woe (p.8):*** Distress, trouble, great grief
4. ***Buffing (p.9):*** To shine, shining
5. ***Primly (p.9):*** Stiffly
6. ***Azure (p.10):*** Clear, blue sky
7. ***Emphatically (p.11):*** Spoken or done with force
8. ***Aghast (p.11):*** Filled with extreme surprise or horror
9. ***Taunt (p.12):*** A sarcastic challenge or insult
10. ***Stew (p.12):*** To become agitated or worried

CHAPTER 2

1. ***Horizons (p.15):*** Range of perception or experience
2. ***Fume (p.15):*** A state of excited irritation or anger
3. ***Indispensable (p.16):*** Absolutely necessary or essential
4. ***Decipher (p.16):*** To convert into intelligible form or to decode
5. ***Conceited (p.19):*** Excessive appreciation of one's own worth or virtue
6. ***Undaunted (p.19):*** Courageously resolute especially in the face of danger or difficulty
7. ***Obstinate (p.19):*** Perversely adhering to an opinion, purpose or course in spite of reason, arguments or persuasion
8. ***Reprimands (p.19):*** To reprove sharply or censure formally usually from a position of authority

CHAPTER 3

1. ***Hysterically (p.21):*** Unnaturally excited
2. ***Impersonation (p.22):*** Pretend to be something or someone
3. ***Erratic (p.22):*** Not steady, uncertain
4. ***Mormon (p.22):*** A member of the Church of Jesus Christ of Latter-day Saints
5. ***Plaid (p.24):*** A pattern of unevenly spaced stripes
6. ***Juts (p.24):*** To extend out, up or forward

CHAPTER 4

1. ***Grungy (p.26):*** Unkempt
2. ***Mangled (p.26):*** Cutting or tearing
3. ***Uproarious (p.27):*** Noisy and confused
4. ***Doggedly (p.27):*** Stubbornly
5. ***Console (p.28):*** Comfort
6. ***Lunatic fringe (p.28):*** Goes beyond reasonable limits
7. ***Wilt (p.28):*** Become limp and dropping
8. ***Rivet (p.29):*** To attract and hold (as the attention) completely

CHAPTER 5

1. ***Thou (p.30):*** An English word used only in religious language and in poetry
2. ***Muck (p.30):*** Anything filthy, dirty or disgusting
3. ***Wafting (p.30):*** Transport or transfer very quickly
4. ***Knock-kneed (p.32):*** To wave knees inward when walking
5. ***Exasperated (p.33):*** Enraged
6. ***Menacing (p.33):*** Threatening
7. ***Descends (p.34):*** To pass from a higher place or level to a lower one

CHAPTER 6

1. ***Caper (p.36):*** Scheme (playful trick)
2. ***Scrawl (p.36):*** Handwriting
3. ***Commercial (p.37):*** Television ad
4. ***Contemplating (p.37):*** Eating

CHAPTER 7

1. ***Smugly (p.40):*** Cleverly
2. ***Grimly (p.40):*** Sternly
3. ***Clamours (p.40):*** A loud continuous noise
4. ***Lemming (p.40):*** Small, arctic, mouse-like animal
5. ***Listlessly (p.41):*** Seeming to tired to care about anything

CHAPTER 8

1. ***Dingy (p.44):*** Dirty looking
2. ***Mournfully (p.44):*** Gloomy, full of grief
3. ***Console (p.45):*** To alleviate the grief, sense of loss or trouble
4. ***Muse (p.47):*** To think or say reflectively
5. ***Frumpy (p.47):*** Out of style in general appearance
6. ***Sober (p.48):*** Sensible
7. ***Catapult (p.48):*** Shoot out
8. ***Slugging (p.48):*** Heavy blow with the fist

CHAPTER 9

1. ***Consolation* (p.50):** Comfort; solace
2. ***Elaborate* (p.51):** Worked out carefully
3. ***Grimace* (p.51):** A facial expression usually disgust or disapproval

CHAPTER 10

1. ***Monosyllabic* (p.53):** Having only one syllable
2. ***Surveillance* (p.54):** Observation
3. ***Exasperate* (p.54):** Make angry
4. ***Disdain* (p.54):** A feeling of contempt for what is beneath one
5. ***Adamant* (p.55):** Inflexible
6. ***Prejudice* (p.57):** A judgment
7. ***Gibe* (p.58):** To taunt
8. ***Cliché* (p.58):** An idea that has become common

CHAPTER 11

1. ***Feebly* (p.60):** In a feeble or weak manner
2. ***Migratory* (p.61):** Changing from one Geographic area to another
3. ***Alcove* (p.61):** A wide and deep recess in a room
4. ***Resolutely* (p.61):** Marked by firm determination/faithfully
5. ***Prattles* (p.68):** To talk much and loudly
6. ***Partition* (p.68):** Two portions to separate a wall
7. ***Pungent* (p.68):** To prick or to puncture
8. ***Unperturbed* (p.70):** To be calm
9. ***Misdemeanors* (p.71):** A crime less serious than a felony
10. ***Concede* (p.73):** To acknowledge grudgingly or hesitantly
11. ***Dubious* (p.74):** Giving rise to uncertainty

CHAPTER 12

1. ***Asset (p.77):*** A value
2. ***Gawks (p.78):*** Stares stupidly
3. ***Dubious (p.79):*** Causing doubt
4. ***Plagiarism (p.80):*** To steal and pass off (the ideas or words of another) as one's own
5. ***Divergent (p.80):*** Varying from a norm
6. ***Disarming (p.80):*** Allaying criticism

CHAPTER 13

1. ***Convenient (p.82):*** When the time is right (saving trouble)
2. ***Opinion (p.82):*** A view or judgment on something
3. ***Bluster (p.83):*** To talk angrily or noisily
4. ***Rages (p.83):*** Speaks with furious anger
5. ***Accuse (p.83):*** Charge with having done something wrong
6. ***Optimist (p.84):*** One who has a positive attitude
7. ***Legitimate (p.84):*** Allowed, acceptable
8. ***Philosophy (p.87):*** A view or principle on life
9. ***Grieves (p.87):*** To be expressing sadness

CHAPTER 14

1. ***Penciled (p. 88):*** Highlighted
2. ***Summarize (p.89):*** To put in short
3. ***Ranting (p.89):*** Talking in a noisy, excited, or declamatory manner
4. ***Analyze (p.89):*** To examine critically
5. ***Analogies (p.91):*** Comparisons
6. ***Philosophically (p.92):*** Calmly in face of trouble
7. ***Incandescent (92):*** Bright and brilliant

8. ***Morose (p.93):*** Gloomy
9. ***Prestigious (p.94):*** A proud reputation
10. ***Enthusiasm (p.95):*** Expressing excitement
11. ***Astounded (p.95):*** Overwhelmed with amazement

VOCABULARY ACTIVITY

- Have each student copy the sentence, from the novel, using the words listed below.
- Alternative activity: Have each student construct their own sentence using the definitions listed below.

CHAPTER 1

1. *Almighty* (p.7): In charge, very powerful, mighty
 2. *Riled* (p.8): Full of energy, hyper
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 4. *Buffing* (p.9): To shine, shining
 5. *Primly* (p.9): Stiffly
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 7. *Emphatically* (p.11): Spoken or done with force
 8. *Aghast* (p.11): Filled with extreme surprise or horror
 9. *Taunt* (p.12): A sarcastic challenge or insult
 10. *Stew* (p.12): To become agitated or worried
-
1. “Believe it or not, you’re only my big sister-not the Lord God *Almighty*.”
 2. “She’s a better friend than you’ll ever have,” I shout, *riled*.
 3. “*Woe* is me,” yawns Terez.
 4. Terez is *buffing* her latest heart-throb’s ring on my bedspread as she talks.
 5. “I have your best interests at heart,” Terez says *primly*.
 6. Terez’s *azure* eye shadow flashes.
 7. “I know what Clearview Junior High is all about....” She sighs *emphatically*.
 8. She looks *aghast*.
 9. I see in her frown that she thinks I’m going to *taunt* her about the marks on her last report card.

10. I let her stew a moment.

CHAPTER 2

1. ***Horizons (p.15):*** Range of perception or experience
2. ***Fume (p.15):*** A state of excited irritation or anger
3. ***Indispensable (p.16):*** Absolutely necessary or essential
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8. ***Reprimands (p.19):*** To reprove sharply or censure formally usually from a position of authority

1. Now that you're going into junior high school, you should learn to expand your...your horizons.
2. "Feeling *sorry* for Dora-me?" I fume.
3. I search for another example of how indispensable Klutzy is.
4. "Yes," agrees Mama, "And we haven't been able to decipher a headline for over two years."
5. We hadn't wanted you to become conceited.
6. "Besides," Mama continues, undaunted.
7. "Michelle Leland, I will *not* have you be obstinate!" Reprimands Mama.

CHAPTER 3

1. ***Hysterically (p.21):*** Unnaturally excited
2. ***Impersonation (p.22):*** Pretend to be something or someone
3. ***Erratic (p.22):*** Not steady, uncertain

4. ***Mormon* (p.22):** A member of the Church of Jesus Christ of Latter-day Saints
 5. ***Plaid* (p.24):** A pattern of unevenly spaced stripes
 6. ***Juts* (p.24):** To extend out, up or forward
-
1. They're still popping bubbles and laughing *hysterically*.
 2. As I watch ol'Bumble I can see the *impersonations* Terez used to do of him at home.
 3. She's busy with the *Mormon* Young People's Group, so we don't get a whole lot of time together.
 4. He has an orange *plaid* sports jacket that can't hope to button up over his endless waistline, no matter how hard each of the stripes stretches.
 5. Maybe to match the vinyl pen holder that *juts* out of his jacket pocket.

CHAPTER 4

1. ***Grungy* (p.26):** Unkempt
 2. ***Mangled* (p.26):** Cutting or tearing
 3. ***Uproarious* (p.27):** Noisy and confused
 4. ***Doggedly* (p.27):** Stubbornly
 5. ***Console* (p.28):** Comfort
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 7. ***Wilt* (p.28):** Become limp and dropping
 8. ***Rivet* (p.29):** To attract and hold (as the attention) completely
-
1. It looks so *grungy*.
 2. I wonder if I can write with my fingers holding the very top where I've *mangled* the end near the eraser, instead of holding it down near the lead.
 3. The whole class is so relieved that we all burst into *uproarious* laughter.
 4. She writes out the quote on the board and goes on *doggedly* about Shakespeare and poetry.
 5. Pranks really, I *console* myself.

6. And since, as it is, I'm already on the '*lunatic fringe*,' I'd better play along with Bonnie and Frank....
7. I *wilt* from the fumes.
8. My eyes *rivet* on the lined paper.

CHAPTER 5

1. *Thou* (p.30): An English word used only in religious language and in poetry
 2. *Muck* (p.30): Anything filthy, dirty or disgusting
 3. *Wafting* (p.30): Transporting or transferring very quickly
 4. *Knock-kneed* (p.32): To wave knees inward when walking
 5. *Exasperated* (p.33): Enraged
 6. *Menacing* (p.33): Threatening
 7. *Descends* (p.34): Passes from a higher place or level to a lower one
-
1. Before the Cock crows, *thou* shalt deny me.
 2. "Who do you think you are?" jeers Frank at me. "Lady *Muck*?"
 3. Most of all, I wish I could control the heat waves of red I feel *wafting* up my face.
 4. "Figures," leers Frank. "That's where you learned to walk *knock-kneed*, eh, Mitch?"
 5. "All I want to know is *why* you have to go after Dora Klutzmann?" I demand, *exasperated*.
 6. He takes a *menacing* step towards me.
 7. Suddenly Mr. Samoraki, the biology teacher, *descends* on our group like a kamikaze pilot.

CHAPTER 6

1. *Caper* (p.36): Scheme (playful trick)
2. *Scrawl* (p.36): Handwriting
3. *Commercial* (p.37): Television ad

4. ***Contemplating (p.37):*** To view or consider with continued attention
 1. I'm secretly hoping Frank will drown there sometime before this afternoon's *caper*.
 2. I could tell her *scrawl* anywhere.
 3. The poem stapled to this letter is one I just finished. I thought of it during a TV *commercial* while I was *contemplating* a late-night peanut butter sandwich.

CHAPTER 7

1. ***Smugly (p.40):*** Cleverly
 2. ***Grimly (p.40):*** Sternly
 3. ***Clamours (p.40):*** A loud continuous noise
 4. ***Lemming (p.40):*** Small, arctic, mouse-like animal
 5. ***Listlessly (p.41):*** Seeming to tired to care about anything
1. She distinctly reminds me of the store clerks who seem so *smugly* pleased when they don't happen to have something that you desperately need.
 2. "Thanks for the info., pal," I say *grimly*.
 3. The bell *clamours* and we sprint to make it to class on time.
 4. "Here's me running to meet certain death-like a lame-brained *lemming*."
 5. I *listlessly* flop open my binder.

CHAPTER 8

1. ***Dingy (p.44):*** Dirty looking
2. ***Mournfully (p.44):*** Gloomy, full of grief
3. ***Console (p.45):*** To alleviate the grief, sense of loss or trouble
4. ***Muse (p.47):*** To think or say reflectively
5. ***Frumpy (p.47):*** Out of style in general appearance
6. ***Sober (p.48):*** Sensible

7. **Catapult (p.48):** Shoot out
8. **Slugging (p.48):** Heavy blow with the fist

1. The basement hall is dim and dingy.
2. 182B-the B must stand for basement, bad luck, and better luck next time, Klutzy, I think mournfully.
3. “That way, I’ll at least be a little help,” I console myself.
4. “If there *is* a second chance at life,” I muse, “I doubt if Klutzy’ll come back as a ballerina.”
5. Her hangdog look; her tacky green sweater; her frumpy, too long skirt.
6. “I hear he’s never *sober* enough to dial...”
7. My legs catapult me out from the doorway where I’m hiding.
8. Everybody is yelling ‘cause Frank is slugging me.

CHAPTER 9

1. **Consolation (p.50):** Comfort; solace
 2. **Elaborate (p.51):** Worked out carefully
 3. **Grimace (p.51):** A facial expression usually disgust or disapproval
1. My only consolation is that I’ve bamboozled her into believing my phony story about this black eye.
 2. “I’ll bet she gave some account-Terez is great at elaborating details.
 3. I grimace.

CHAPTER 10

1. **Monosyllabic (p.53):** Having only one syllable
2. **Surveillance (p.54):** Observation
3. **Exasperate (p.54):** Make angry

4. ***Disdain (p.54):*** A feeling of contempt for what is beneath one
5. ***Adamant (p.55):*** Inflexible
6. ***Prejudice (p.57):*** A judgment
7. ***Gibe (p.58):*** To taunt
8. ***Cliché (p.58):*** An idea that has become common

1. She can keep up her end of the conversation- a continuous stream of **monosyllabic** grunts-while at the same time maintaining a steady **surveillance** of the parking lot to check out the action.
2. “What are you blabbering about, Mitch?” she says, **exasperated**.
3. Terez oozes with **disdain**.
4. Terez is **adamant**. “If you want a ride with me, in the middle of the day, in broad daylight, you wear the bag!”
5. It might **prejudice** any brilliant ideas you’d have to help me.
6. “What’s the matter?” I **gibe**.
7. I was counting on Terez’s advice, and all she can do is reel off **cliches**.

CHAPTER 11

1. ***Feebly (p.60):*** In a feeble or weak manner
2. ***Migratory (p.61):*** Changing from one Geographic area to another
3. ***Alcove (p.61):*** A wide and deep recess in a room
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10. ***Concede (p.73):*** To acknowledge grudgingly or hesitantly
11. ***Dubious (p.74):*** Giving rise to uncertainty

1. “Ha!” I laugh feebly.
2. The Life and Times of a Migratory Raccoon.”
3. ...and behind the pillar used for notices and junk, there’s a big old-fashioned alcove for the fire extinguisher.
4. I decide, resolutely, that I need help.
5. Shrink prattles on like this until we get to my locker.
6. And then there’s Mrs. Cinders from history-she can hear everything over the partition if she happens to be in her cubicle.
7. The aroma of ‘Kenya’s Best’ soon conquers the pungent disinfectant odour floating around the lab.
8. Shrink carries on, unperturbed.
9. “Mr. Numble now knows that a certain Frank Flatsam-the resident problem I was about to mention before- is responsible for an increasing number of rather major misdemeanours.”
10. “True,” I concede.
11. “True again.” But I still feel dubious.

CHAPTER 12

1. ***Asset (p.77):*** A value
 2. ***Gawks (p.78):*** Stares stupidly
 3. ***Dubious (p.79):*** Causing doubt
 4. ***Plagiarism (p.80):*** To steal and pass off (the ideas or words of another) as one’s own
 5. ***Divergent (p.80):*** Varying from a norm
 6. ***Disarming (p.80):*** Allaying criticism
-
1. ”You could be a real asset around here.”
 2. Gina gawks at Klutzy.
 3. “I’ll try,” says Klutzy, dubiously.
 4. “What you’ve done is called plagiarism.”

5. "I like *divergent* thinkers, Mitch," says Tim.
6. "Empty garbage cans, run errands...things like that," grins Tim *disarmingly*.

CHAPTER 13

1. ***Convenient (p.82):*** When the time is right (saving trouble)
 2. ***Opinion (p.82):*** A view or judgment on something
 3. ***Bluster (p.83):*** To talk angrily or noisily
 4. ***Rages (p.83):*** Speaks with furious anger
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 7. ***Legitimate (p.84):*** Allowed, acceptable
 8. ***Philosophy (p.87):*** A view or principle on life
 9. ***Grieves (p.87):*** To be expressing sadness
-
1. "And besides, you seem to forget all the years pretty easily when it's *convenient*."
 2. "I'd like to know where your parents suddenly got a bad *opinion* of me, that's all."
 3. "They didn't suddenly get a bad opinion of you..." I *bluster*.
 4. "DON'T 'Oh, Klutzy' me!" Klutz *rages*.
 5. "You didn't use to *accuse* me of being a rotten friend."
 6. I remain the hopeless *optimist*.
 7. Now that I've got a *legitimate* excuse to see you-which is this *Herald* job-we'll just go back to being friends again.
 8. Terez says that Mama's *philosophy* of life is: 'A proverb a day keeps the *grieves* away.'

CHAPTER 14

1. ***Penciled (p. 88):*** Highlighted
2. ***Summarize (p.89):*** To put in short

3. ***Ranting (p.89):*** Talking in a noisy, excited, or declamatory manner
4. ***Analyze (p.89):*** To examine critically
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1. Her penciled eyebrows fly up, ready for battle.
2. Terez is remarkable. She has the knack of brilliantly summarizing misery.
3. Terez chooses to ignore my ranting.
4. "You made friends before this, so you must have some social skills," she continues to analyze.
5. Terez doesn't think in analogies.
6. "I'm going to take this philosophically," I say firmly to myself.
7. I think about Terez's offer of a tune-up. Nope. Incandescent eyes and purple lips just aren't me.
8. "you've been so morose these past weeks, Michelle.
9. Well, Madge Friedman says that Dora has some school newspaper job that is quite prestigious, and it's given Dora a whole new lease on life."
10. "Yes!" says Mama, full of enthusiasm.
11. I'm astounded that it's been so easy.

CHAPTER QUESTIONS

CHAPTER 1:

1. What is the name of Michelle's new school and in what city is it located?
2. Who is Terez?
3. Describe how Terez feels about Dora.
4. What is Dora Klutzmann's nickname?
5. What is Michelle's nickname?
6. Describe Terez's appearance.

CHAPTER 2:

1. How does Michelle's mother feel about Michelle's relationship with Klutzy?
2. Why does Michelle's mother think that Dora is a bad influence on Michelle?
3. Who should Michelle keep company with instead of Klutzy?

CHAPTER 3:

1. When all students gather in the gym on the first day of school, why do the grade nine's suddenly laugh hysterically?
2. Who is Bonnie?
3. Why does Michelle not spend time with Bonnie after school?
4. What is Mr. Numbler, the vice principal of Clearview Junior High, wearing in the gym on the first day of school?

CHAPTER 4

1. Why is this chapter titled "to be or not to be?"
2. What is the title of Michelle's poem going to be?

3. Who is Miss. Mildew?
4. What are Miss. Mildew's greatest interests?

CHAPTER 5

1. Why is this chapter titled "before the cock crows thou shall deny me"?
2. Who is Michelle's Primary Sunday School teacher?
3. What "bully" calls Michelle "Lady Muck"?
4. Who is the person who saves Michelle from Frank's dispute?

CHAPTER 6

1. Who tells Michelle she can not chum with an old friend?
2. How does Klutzy find Michelle's locker?
3. What kind of club did Klutzy and Mitch belong to when they were younger?
4. Why does Klutzy call her poem "Peanut Butter is Forever"?

CHAPTER 7

1. When is the take-home exam due and when is the biology project due?
2. Why is Ms. Mildew always late for class?
3. What happens when Michelle realizes she does not have her poetry assignment finished for Miss. Mildew's class?

CHAPTER 8

1. What is Michelle's responsibility in the prank against Klutzy?
2. Write details of Frank's plan to get Klutzy.
3. What happens to Klutzy on her last step down the stairs before reaching her locker?
4. What is Michelle's real impression as she looks at Klutzy standing on the stairs?

5. What does Frank say to Klutzy as she descends down the stairs?
6. How does Klutzy react to Frank's nasty comments?
7. How does Michelle feel while she watches and listens to Frank's nasty treatment of Klutzy?
8. What does Michelle do to prevent her friend Klutzy from getting hurt?
9. Why does Michelle not finish her sentence "Frank is going to....."?

CHAPTER 9

1. Describe Tim Winscott.
2. What happens when Michelle sees Tim Winscott?
3. How does Tim Winscott discover who Michelle is?
4. Why does Michelle think she's going to be a real loser?

CHAPTER 10

1. Describe Terez's friend, Dianna.
2. What does Terez demand of Michelle when she drives home in Terez's car and why?
3. Why does Michelle think that Terez can help her with her problems?
4. What is Terez's reaction when she hears that Tim Winscott wants Michelle to work for the Herald school paper?

CHAPTER 11

1. Who is Mrs. Small and what is her relationship to Michelle?
2. After listening to Michelle's story, Mrs. Small sends notes to excuse Michelle from class. Why does Mrs. Small write the notes?
3. Why is Frank furious at Michelle?
4. Why does Bonnie suggest, so many times to Michelle, that she should catch a ride home today?

5. How do Mrs. Small and Michelle look after their unfortunate incident with the fire extinguisher?
6. In the novel Peanut Butter is Forever, what are the major problems Michelle faces?
7. Why does Bonnie tell Michelle to hide? Where does Michelle decide to hide at first? Why is this not a good hiding place?
8. Where does Mrs. Small take Michelle to discuss her problems? Why does Mrs. Small take her there instead of her office?
9. What does the note which Terez sent to the principal state?
10. What happens to Frank?

CHAPTER 12

1. What crime does Michelle commit by copying Klutzy's poem?
2. How does the situation get resolved?
3. Why does Tim want Michelle to work as Junior Editor for the Herald school paper?
4. What are Michelle's duties as Junior Editor?

CHAPTER 13

1. Who does Michelle blame for Klutzy's bad attitude and why?
2. Describe the changes Tim and Gina suggested to improve Dora's appearance.

CHAPTER 14

1. What does Terez, Michelle's older sister, say to Michelle that shocks her?
2. Why does Michelle's mom change her mind and decide to approve of Michelle's friendship with Dora?
3. What do you like or dislike about the novel Peanut Butter is Forever?

ANSWERS TO THE CHAPTER QUESTIONS

CHAPTER 1:

1. What is the name of Michelle's new school and in what city is it located?

The name of Michelle's new school is called Clearview Junior High and it is located in Lethbridge, Alberta.

2. Who is Terez?

Terez is Michelle's older sister.

3. Describe how Terez feels about Dora.

Terez dislikes Dora and describes her as "a cross-eyed, short-sighted zero, a dog faced loser and a drip."

4. What is Dora Klutzmann's nickname?

Dora's nickname is Klutzy.

5. What is Michelle's nickname?

Michelle's nickname is Mitch.

6. Describe Terez's appearance.

Terez has long blonde bangs and nearly white eyes. She has long graceful fingers, manicured toes painted bronze coral and her eyelashes are colored azure.

CHAPTER 2:

1. How does Michelle's mother feel about Michelle's relationship with Klutzy?

Michelle's mother disapproves of Michelle's relationship with Klutzy. She wants Michelle to find new friends and orders her not to associate with Klutzy again.

2. Why does Michelle's mother think that Dora is a bad influence on Michelle?

Michelle's mother thinks Dora is a bad influence on Michelle because her father is an alcoholic and her sister shoplifted in Calgary once.

3. Who should Michelle keep company with instead of Klutzy?

Michelle should keep company with new friends from school who are less "klutzy" and have a better appearance as compared to Dora Klutzmann.

CHAPTER 3:

1. When all students gather in the gym on the first day of school, why do the grade nine's suddenly laugh hysterically?

The grade nine's laugh hysterically as they think the first day of school is a big joke.

2. Who is Bonnie?

Bonnie is Michelle's new friend at Clearview Junior High School.

3. Why does Michelle not spend time with Bonnie after school?

Michelle does not spend time with Bonnie after school since Bonnie spends a lot of her time with the Mormon young peoples group.

4. What is Mr. Numble, the vice principal of Clearview Junior High, wearing in the gym on the first day of school?

Mr. Numble, is wearing an orange plaid sports jacket and pants that look like they were made out of vinyl.

CHAPTER 4

1. Why is this chapter titled “to be or not to be?”

The reason why this chapter is titled as such is that Miss Mildew’s English class is studying Shakespeare and their assignment is to write a poem about a time in their life when they did or did not answer the question “to be or not to be..?”

2. What is the title of Michelle’s poem going to be?

The title of Michelle’s poem is going to be called “To be or not to be a.....friend.”

3. Who is Miss. Mildew?

Miss Mildew is Michelle’s homeroom teacher and English teacher.

4. What are Miss. Mildew’s greatest interests?

Miss Mildew’s greatest interests are writing and poetry.

CHAPTER 5

1. Why is this chapter titled “before the cock crows thou shall deny me”?

It is titled as such because three times Michelle denies having been Dora’s friend. It reminds Michelle of Sunday school when she heard the story of Jesus, where Peter disowned the Lord three times before daybreak.

2. Who is Michelle’s Primary Sunday School teacher?

Michelle’s Primary Sunday School teacher was Mrs. Pringle.

3. What “bully” calls Michelle “Lady Muck”?

The “bully” who calls Michelle “Lady Muck” is Frank.

4. Who is the person who saves Michelle from Frank’s dispute?

The person who saves Michelle is Mr. Samoraki, the biology teacher.

CHAPTER 6

1. Who tells Michelle she can not chum with an old friend?

Michelle's mother tells Michelle she can not be friends with Dora Klutzmann.

2. How does Klutzy find Michelle's locker?

Klutzy finds Michelle's locker by doing proud detective work.

3. What kind of club did Klutzy and Mitch belong to when they were younger?

Klutzy and Mitch belonged to the Arther's Club where they wrote poems.

4. Why does Klutzy call her poem "Peanut Butter is Forever"?

Klutzy calls her poem "Peanut Butter is Forever" because one night while she was watching television, she had a late night peanut butter sandwich. She saw that everything on T.V. was new and improved but realized peanut butter never changes.

CHAPTER 7

1. When is the take-home exam due and when is the biology project due?

The take-home exam is due on Wednesday and the biology project is due on Thursday.

2. Why is Ms. Mildew always late for class?

Miss. Mildew is always late for class because one time, when she came to class early, the students of her last period's class locked her in her own room. She could not get out until later that night, when the custodian detected and released her.

3. What happens when Michelle realizes she does not have her poetry assignment finished for Miss. Mildew's class?

Michelle panicks but to her surprise finds Klutzy's poem in her binder.

She copies Klutzy's poem and writes her own name on the assignment.

CHAPTER 8

1. What is Michelle's responsibility in the prank against Klutzy?

Michelle's responsibility is to meet Klutzy at her locker 182b and deliver a thank you note to Klutzy for saving her life in English class.

2. Write details of Frank's plan to get Klutzy.

- a. "Carolanna accuses Klutzy of stealing pencils in Mildew's class. Klutzy gets a detention, so she comes to her locker when everyone else has cleared out and gone home...done.
- b. Frank gets Klutzy's attention when she comes down the stairs; so that
- c. Bonnie and Larry sneak up the opposite stairs and circle around behind Klutzy. They wait at the exit where she'll try to escape Frank.
- d. Bonnie and Larry grab her and drag her over to the rest of us; and
- e. We all jam her into her locker, slam the door shut, and lock her in.
- f. Michelle's own personal part of the plan is; Secretly let Klutzy out after the others leave. "

3. What happens to Klutzy on her last step down the stairs before reaching her locker?

Klutzy stumbles on the stairs, drops a book and slowly picks it up.

4. What is Michelle's real impression as she looks at Klutzy standing on the stairs?

Michelle is not impressed with Klutzy's look. Michelle sees Klutzy's hangdog look; her tacky green sweater; her frumpy, too long skirt and her long, greasy hair.

5. What does Frank say to Klutzy as she descends down the stairs?

Frank says to Klutzy: “Hey, scab face, what ragbag did you get your fancy threads from? Couldn’t have been Dan’s Used Duds shop. Didn’t they tell ya’ that you shouldn’t go digging in the garbage cans out back?”

6. How does Klutzy react to Frank’s nasty comments?

Klutzy reacts with a shaky voice. She’s afraid what will happen.

7. How does Michelle feel while she watches and listens to Frank’s nasty treatment of Klutzy?

Michelle feels terrible. “My blood is thudding, choking my throat. Who does this Frank creep think he is?! “

8. What does Michelle do to prevent her friend Klutzy from getting hurt?

Michelle screams to Klutzy “Run up to the office. Not the exit door. Frank is gonna.....” to prevent her friend, Klutzy, from getting hurt.

9. Why does Michelle not finish her sentence “Frank is going to.....”?

Michelle does not have a chance to finish her sentence since she gets hit with Frank’s fist.

CHAPTER 9

1. Describe Tim Winscott.

Tim Winscott is tall, nice and solid but not too beefy. He has dark-brown, curly hair. He has grey-blue eyes and carries a warm grin showing his toothpaste-ad teeth.

2. What happens when Michelle sees Tim Winscott?

When Michelle sees Tim Winscott her knees buckles and her blood pressure sky-rockets.

3. How does Tim Winscott discover who Michelle is?

Tim discovers who Michelle is when he is interviewing cheerleaders. One of the cheerleaders is Terez Leland. Terez asks him to keep an eye on her younger sister. Michelle is the only one who fits Terez's description.

4. Why does Michelle think she's going to be a real loser?

Michelle thinks she's going to be a loser because Klutzy won't like her, Bonnie won't talk to her and Mildew is out to make her famous.

CHAPTER 10

1. Describe Terez's friend, Dianna.

Dianna is a brunette who looks like a model. She is the top cheerleader.

2. What does Terez demand of Michelle when she drives home in Terez's car and why?

Terez demands that Michelle wears the brown Safeway paper bag over her head.

3. Why does Michelle think that Terez can help her with her problems?

Michelle thinks that Terez can help her because deep down she knows her sister really cares for her.

4. What is Terez's reaction when she hears that Tim winscott wants Michelle to work for the Herald school paper?

Terez is surprised to hear about the news but tells Michelle that Tim is a

“darling”. She assures Michelle that if she works with Tim she will become popular.

CHAPTER 11

1. Who is Mrs. Small and what is her relationship to Michelle?

Mrs. Small is the school counselor.

2. After listening to Michelle’s story, Mrs. Small sends notes to excuse Michelle from class. Why does Mrs. Small write the notes?

She sends notes to math class and study hall to excuse Michelle from attending her class in order to protect her from getting beaten up by Frank.

3. Why is Frank furious at Michelle?

Frank is furious at Michelle because she warns Dora Klutzmann of the prank Frank’s group has planned against Dora.

4. Why does Bonnie suggest, so many times to Michelle, that she should catch a ride home today?

Bonnie suggests to Michelle she should catch a ride home because Bonnie indirectly wants to warn Michelle that Frank is out to give her another black eye.

5. How do Mrs. Small and Michelle look after their unfortunate incident with the fire extinguisher?

Mrs. Small and Michelle look like the Abominable Snowman’s drippy cousins, just wandering in from an unfortunate expedition to the south pole.

6. In the novel Peanut Butter is Forever, what are the major problems Michelle faces?

7. Some of the major problems Michelle faces are: She deserts her best friend, she copies her work (plagiarism) and exploits her talent and she accepts the job for the Herald school paper. In addition, Frank is out for revenge.

7. **Why does Bonnie tell Michelle to hide? Where does Michelle decide to hide at first? Why is this not a good hiding place?**

Bonnie tells Michelle to hide because Frank is coming to give Michelle another black eye.

The first time, Michelle hides in the girls' washroom. It is not a good hiding place since Frank's group includes girls who would search the washrooms.

8. **Where does Mrs. Small take Michelle to discuss her problems? Why does Mrs. Small take her there instead of her office?**

Mrs. Small takes Michelle to the science room since Michelle does not want to be seen in Mrs. Small's office, which is known as the Shrink's office. Michelle is afraid of getting an even more loony reputation.

9. **What does the note which Terez sent to the principal state?**

The note explains that Frank is involved in drugs and that he is beating up kids.

10. **What happens to Frank?**

Frank is out of the picture. He is suspended- for at least three months. Mr. Numbler (the principal) also calls for a police investigation into Frank's possible involvement with drugs. This suspension could be only the beginning of Frank's woes.

CHAPTER 12

1. What crime does Michelle commit by copying Klutzy's poem?

Michelle commits the crime of plagiarism.

2. How does the situation get resolved?

The situation is resolved when Dora is offered a job as "Poetry Columnist" while Michelle is hired as the "Junior Editor" for the Herald paper.

3. Why does Tim want Michelle to work as Junior Editor for the Herald school paper?

Tim wants Michelle to be the Junior Editor because he thinks she is a divergent thinker.

4. What are Michelle's duties as Junior Editor?

Her duties at the paper are: emptying garbage cans, running errands, and things like that. I think Tim wants to get even with Michelle.

CHAPTER 13

1. Who does Michelle blame for Klutzy's bad attitude and why?

Michelle blames Tim and Gina for Klutzy's bad attitude as they offer Dora some suggestions to improve her appearance. Michelle now is afraid Tim and Gina are taking her best friend away.

2. Describe the changes Tim and Gina suggested to improve Dora's appearance.

Gina and Tim try to help Klutzy by giving her a new job and a new look. They soften up her hair and paint her nails. They also convince her that people should call her by her real name "Dora".

CHAPTER 14**1. What does Terez, Michelle's older sister, say to Michelle that shocks her?**

Michelle is shocked since Terez actually commented Michelle on her appearance. Terez said that Michelle's teeth are nice and straight, she has clean smelling breath, she does not have B.O., she dresses well enough, she has gorgeous eyes and that Terez's friend thinks she is a cute and neat person.

2. Why does Michelle's mom change her mind and decide to approve of Michelle's friendship with Dora?

Michelle's mother changes her mind about the friendship because she heard that Dora got a new job, a new look and that Michelle has been through a lot lately and seems unhappy without Dora.

3. What do you like or dislike about the novel Peanut Butter is Forever?

Individual response.

POSSIBLE POST NOVEL PROJECTS

1. Make a model or drawing of Clearview Junior High School.
2. Write a further adventure story in the lives of Michelle, Dora and Terez.
3. Write another chapter of the novel Peanut Butter is Forever. The chapter could be the ending of the novel or it could be the beginning of a new sequel. Make the chapter approximately three pages long, descriptive, and interesting.
4. Write a response Journal. (See outline)
5. Write a character sketch for Michelle, Dora, Terez, Bonnie and Frank.
6. Write a book report on this novel Peanut Butter is Forever.
7. Explain why you think Michelle is responsible for what happened to Dora.
8. Find and define twenty-five new words and write an interesting sentence with each word.
9. Draw a new book cover for the novel.
10. Make up a multiple-choice test for the novel Peanut Butter Is Forever.
11. Draw the story in a cartoon format using at least six cartoon boxes. Include the highlights of the story. (Follow the plot outline- introduction, rising action, climax, falling action, resolution, and conclusion)
12. Answer five questions about the novel Peanut Butter is Forever. (See handout)
13. Group work: Answer ten questions about the novel Peanut Butter is Forever. (See handout)

TELEVISION ASSIGNMENT

Most people watch television at home and television viewing is quite casual.

Brainstorm a list of television programs that you watch. For each program, make a list of two significant characters. Write one adjective that describes the character. From the list, choose one character that you think is similar to either Michelle or Dora in Peanut Butter Is Forever. Also, contrast how the characters are different from each other. List at least five traits for each.

Character _____

Similar (5 traits)

Different (5 traits)

COMPOSITION ASSIGNMENT

Critical Response

Write a critical response for the novel Peanut Butter Is Forever. Michelle and Dora are good friends until Michelle's mother forbids Michelle to see Dora again. In a critical response composition, using examples from the story, discuss three reasons why the two characters were such good friends. Include an outline and thesis (topic) statement.

FORMAT-OUTLINE

I. Thesis (topic) statement

II. Reason one:

Examples from the novel.

- i)
- ii)
- iii)

Reason two:

Examples from the novel.

- i)
- ii)
- iii)

Reason three:

Examples from the novel

- i)
- ii)
- iii)

III. Restating the thesis or topic in the conclusion.

Name _____

PEANUT BUTTER IS FOREVER

Answer five of the following questions. There is not always a “right” answer. Define your answers by referring to the text in the novel *Peanut Butter Is Forever*. (10 marks each).

1. Describe Michelle and Dora’s home life and neighborhood.
2. What does Michelle’s mother say about Dora?
3. What is Michelle’s reason for ignoring her friend Dora?
4. Explain how each of the following characters affect Michelle:

Dora:

Michelle’s mother:

Terez:

Ms. Dewmil:

Frank Flatsam:

Tim Winscott:

Mrs. Small:

5. Briefly describe how Michelle came to realize the importance of having a best friend.
6. How does Michelle help Dora?
7. Is Michelle a good friend according to your definition of friendship? Explain.
8. If you were to write the next novel, what would you like to see happen? Come up with ten possible ideas.
9. What have you learned throughout the novel?

Name(s) _____

PEANUT BUTTER IS FOREVER

Group questions- groups of 2- Record one copy of answers for your group. Answer all questions below.

- 1) The opening of the novel should make you interested enough to want to keep reading. Does the author achieve this? Explain.
- 2) Sensory images are word “pictures” that appeal to the senses. (smell, sound, sight, taste and touch). List some sensory images found in the novel and then list what sense each image appeals to.
- 3) Describe one setting, time and circumstance surrounding the characters in Peanut Butter is Forever.
- 4) Write down an example of Michelle’s thoughts and explain why the author includes what Michelle is thinking.
- 5) Who is the narrator of the novel Peanut Butter is Forever?
- 6) A conflict is a struggle between characters and forces. The struggles can be physical (external) or they can be mental (internal). List three conflicts that are happening to both characters, Michelle and Dora.
- 7) Michelle denies to the “group” about ever having been friends with Dora. Explain why she does this.
- 8) Why are Michelle and Dora grateful to Tim Winscott?
- 9) How does Michelle’s mother feel about Dora near the end of the book? How does this affect Michelle?
- 10) Do you agree with the way Michelle treated Dora? Explain your answer.

NOVEL TITLE

The selection of a book title is a very important decision for an author. The title should arouse the reader's level of interest and curiosity and influence the reader's choice as to whether or not to read the book. Answer each of the following questions in a paragraph.

1. Think about the title of the novel Peanut Butter is Forever. How appropriate is the title? Could the title be improved? If so, how and why?
2. List five other possible titles for the novel Peanut Butter is Forever and select one title which is most appealing to you and underline it.

THE RESPONSE JOURNAL

Very simple, a response journal is much like a diary. Only in this diary you will not be writing about that special someone you like, the kind of day you had, that nasty teacher that will not stop assigning tons of homework, and all the other popular topics that are discussed in diaries. Instead, you will be exploring your feelings about and reactions to the novel that you have chosen or have been assigned to read.

Keeping a response Journal will give you an opportunity to express your own opinions about what is happening in the novel you are reading. Passages that upset you and make you happier or passages that you simply do not understand can be discussed in your journal entries. You will have a chance to ask and answer questions that you think are important.

GUIDELINES FOR KEEPING A RESPONSE JOURNAL

1. You will be expected to make a journal entry after **each chapter** of the novel. (For example, if your novel has seventeen chapters, then I expect to see seventeen journal entries.)
2. In your journal entries, you can discuss anything that interests you about the material you are reading (a character you despise, a scene that you found particularly moving, a setting that was described in extraordinary detail, etc.)
3. There is no set limit on how long your entries have to be. Yet keep in mind, these journals will constitute a major portion of your mark for this unit. All I ask is that you think carefully about what you are writing, and be sure to give me **complete answers**. This means that you have to **explain in detail** your thoughts, feelings, ideas and opinions.
4. The following are some possible statement starters for you to choose from when you are making your entries;
 - a. What impressed me in this chapter was.....
 - b. I noticed.....

- c. It upset me when.....
- d. I wonder about.....
- e. I don't really understand.....
- f. I now understand.....
- g. If I were _____ I would....
- h. I predict that.....
- i. I was shocked when/by.....
- j. I question.....

You must use at least three of these statements when you are writing in your journal.

You can also make up some of your own.

Remember, your journal is an opportunity for you to explore what you think is important.

- 5. I expect that your journal entries be neat, well thought out, and legible. Take the time to read over what you have written after each entry to ensure that your ideas are in order. Following the writing process will not be necessary until you have finished the novel and completed all your entries. Once your journal is completed, you will be given time to go back and polish your work using the Writing Process.
- 6. I am not interested for you to summarize the chapters. I am more interested in how you react to what you are reading.

RESPONSE JOURNAL

TEN POINTS I LOOK FOR IN MY STUDENTS' RESPONSE JOURNALS

1. HAS THE STUDENT SHOWN THAT THE BOOK HAS BEEN READ?
2. HAS THE STUDENT BEEN ABLE TO FOLLOW THE PLOT?
3. HAS THE STUDENT IDENTIFIED THE SETTING AND CHARACTERS (MAJOR AND MINOR)?
4. HAS THE STUDENT CONSCIOUSLY BROUGHT HIS/HER OWN LIFE EXPERIENCES INTO THE NOVEL?
5. HAS THE STUDENT BEEN JUDGEMENTAL WHEN TALKING ABOUT THE CHARACTERS AND/OR SITUATION?
6. HAS THE STUDENT SHOWN AN ABILITY TO INFER CHARACTER MOTIVATION?
7. HAS THE STUDENT PREDICTED OR ATTEMPTED TO PREDICT INCIDENTS IN THE STORY? IS THE STUDENT EXPRESSING SURPRISE, AMAZEMENT AND/OR CONFUSION?
8. HAS THE STUDENT NOTICED THE WRITER'S STYLE? DOES HE/SHE COMMENT ON IT?
9. HAS THE STUDENT FOLLOWED UP ON INCIDENTS, VOCABULARY, AND/OR ELEMENTS OF STYLE THAT HE/SHE HAS FOUND CONFUSING OR CONTRADICTIONARY?
10. HAS THE STUDENT MADE SOME TYPE OF VALUE JUDGEMENT ABOUT THE BOOK?

Name _____

TEST
PEANUT BUTTER IS FOREVER

Multiple Choice Test- Circle and shade in the best answer.

1. What is the name of Michelle's sister?
 - A. Dianna
 - B. Bonnie
 - C. Dora
 - D. Terez

2. What is Michelle's nickname?
 - A. Klutzy
 - B. Mitch
 - C. Lady Muck
 - D. Miss goody, goody

3. Who was Michelle's long time friend?
 - A. Dora Flatsam
 - B. Dora Klutzmann
 - C. Dora Klutzy
 - D. Dora Leland

4. Which sentence most accurately describes Klutzy's appearance at the beginning of the story?
 - A. She's an outcast and a loner
 - B. She is not popular but she is good looking
 - C. She is in grade 7 and attends Clear Junior High
 - D. She has long hair which is fluffy around the face. She has polished nails and works for the school paper

5. Who mostly disapproves of Michelle's friendship with Dora?
 - A. Terez
 - B. Bonnie
 - C. Michelle's mother
 - D. Frank

6. Choose the answer which best describes why Terez does not like Dora?
- A. Dora is a klutz and cannot do anything right
 - B. She does not want her sister Michelle to hang out with a “loser”
 - C. She feels Michelle will end up a “loner” if she continues her friendship with Dora
 - D. Terez thinks Dora is a bad influence for Michelle because she drinks alcohol just like her dad
7. What is the name of the city where the story takes place?
- A. Edmonton
 - B. Calgary
 - C. Lethbridge
 - D. Vancouver
8. Who is Mrs. Small?
- A. The Guidance Counselor
 - B. The English teacher
 - C. The Biology teacher
 - D. Michelle’s homeroom teacher
9. What is the name of Michelle’s new school?
- A. Alexander Henry Junior High School
 - B. Clearview Junior High School
 - C. Herald Junior High School
 - D. Herald/ Clearview Junior High School
10. What is Mr. Numble’s nickname?
- A. Humble, Humble
 - B. Bumble, Humble
 - C. Numble, Bumble
 - D. Bumble, Numble
11. Why is Mr. Numble nicknamed as such?
- A. His neck jerks, he has erratic twitches of his chin, he has furrowed brows and a hunting look in his face.
 - B. He often wears a checkered jacket and his pants are short
 - C. He is not popular with the students because he is a “nerd”
 - D. None of the above

12. Who is Bonnie?

- A. Terez's cheerleader friend
- B. Frank's girlfriend
- C. Michelle's new friend
- D. Klutzy's new friend

13. What church does Bonnie belong to?

- A. She belongs to the Protestant Church
- B. She belongs to the Catholic Church
- C. She belongs to the United Church
- D. She belongs to the Church of Jesus of Latter Day Saints

14. Why is Chapter 4 titled "to be or not to be"? Choose the best answer!

- A. because Michelle's class is doing a debate in English class
- B. because Michelle is studying Shakespeare in English class
- C. because Michelle has to complete an assignment "to be or not to be a friend"
- D. because Michelle has to participate in Frank's scam against Klutzy. She asks herself "to be or not to be...part of the group!"

15. What is the title of Michelle's English assignment going to be?

- A. How to be a good friend
- B. To be or not to be a...friend
- C. Peanut Butter is Forever
- D. Peanut Butter lasts Forever

16. Who is Miss. Mildew and what is her nickname?

- A. She is Michelle's Science teacher. Her nickname is "Mildred"
- B. She is Michelle's Guidance Counselor. Her nickname is "Scope bottle"
- C. She is Michelle's favorite Biology teacher. Her nickname is "Scarecrow"
- D. She is Michelle's English teacher. Her nickname is "Miss. Dewmil"

17. Who belongs to Frank's "in crowd" and participates in the scam against Klutzy?

- A. Carolanne, Frank, Bonnie, Larry and Mitch
- B. Frank, Dora, Bonnie, Larry, Mitch and Brad
- C. Frank, Brad, Dora, Mitch and Bonnie
- D. Mitch, Bonnie, Carolanne, Frank and Brad

18. Who is Frank's right man?

- A. Larry
- B. Brad
- C. Bonnie
- D. Mitch

19. Who is Mr. Samoraki?

- A. The Shop teacher
- B. The English teacher
- C. The Science teacher
- D. The Biology teacher

20. Why does Frank not like Michelle? Choose the best answer!

- A. Michelle never likes any of Frank's ideas
- B. Michelle talks back to him
- C. Michelle used to be friends with Klutzy and Frank does not like Klutzy, therefore he does not like Michelle
- D. Michelle stole Frank's friend Bonnie

21. What does Frank call Michelle?

- A. Lady Schmuck
- B. Lady Dianna
- C. Lady Muck
- D. Miss Know It All

22. What will happen to Klutzy?

- A. "The group" will push Dora down the stairs
- B. "The group" will push Dora into the janitor's room and lock her up
- C. "The group" will push Dora into her locker and lock her up
- D. "The group" will push Dora into Miss Mildew's classroom and lock her up

23. Michelle disapproves of "the plan" but follows her new friends' plan because;

- A. Michelle thinks Klutzy deserves it
- B. Michelle finds it "fun" to do something like this
- C. Michelle wants to be accepted by her friends
- D. Michelle for once wants to be in trouble

24. Michelle ends up denying three times that Klutzy has been her best friend. What story of Jesus does it remind her of?
- A. The People's Confession of Sin
 - B. The validity of Jesus' testimony
 - C. Before the cock crows, thou shall deny me three times
 - D. A Prophecy against Egypt and Cush
25. Why is the book called "Peanut Butter is Forever?" Choose the best answer.
- A. because Klutzy likes peanut butter
 - B. because peanut butter sticks together like old friends
 - C. because peanut butter never goes bad
 - D. because the peanut butter commercial is Klutzy's favorite commercial on t.v.
26. When is Michelle's poetry assignment due?
- A. Tuesday
 - B. Wednesday
 - C. Thursday
 - D. Friday
27. Michelle did not finish her English assignment in time. How does Michelle solve the problem?
- A. Michelle copies Bonnie's poem
 - B. Michelle copies Terez's old poem
 - C. Michelle does not hand anything in
 - D. Michelle copies Klutzy's poem
28. What is Michelle's part in the plan against Klutzy?
- A. Michelle is to deliver a "thank you" note to Klutzy
 - B. Michelle is to get Klutzy's attention and hold her up on the stairs
 - C. Michelle and Bonnie are to grab Klutzy and drag her over to "the gang"
 - D. Michelle and Frank are to push Klutzy into her locker
29. Michelle gives away the plan and yells to Klutzy:
- A. "Go to the nearest exit and run"
 - B. "Run to the office"
 - C. "Run to Miss Mildew and get help"
 - D. "Run towards the science lab"

30. What happens to Michelle as she tries to save her former friend?
- A. She gets hit in the back and falls of the stairs
 - B. She gets hit in the head by Larry
 - C. She gets hit in the eye by Frank
 - D. She gets hit in the stomach by Frank
31. Why is it important for Michelle to save her former friend, Klutzy?
- A. She tries to save Klutzy from embarrassment and humiliation
 - B. She is advised by Terez to save Klutzy. After all, Klutzy used to be her best friend
 - C. She is afraid what trouble she might get into if she participates in the scam
 - D. She thinks it is merely her duty and she just feels like doing a nice thing for someone that day
32. Michelle stands staring at the bulletin board in the hallway when a gorgeous hunk steps up to her. What is his name?
- A. Tom Cruise
 - B. Brad Vinerville
 - C. Frank Flatsam
 - D. Tim Winscott
33. The above named character is part of the _____ team.
- A. Volleyball
 - B. Basketball
 - C. Football
 - D. Baseball
34. Under what condition would Michelle be able to catch a ride in Terez's car?
- A. Under the condition that Michelle would never bother Terez at school again
 - B. Under the condition that Michelle would wear a paper bag over her head
 - C. Under the condition that Michelle did not tell her mother about Terez's boyfriend
 - D. Under the condition that Michelle would drop Klutzy for good

35. What is Terez's comment and advice when she hears about Michelle's problems?
- A. Terez tells Michelle she does not want to be bothered with her problems
 - B. Terez tells Michelle to pretend nothing happened and to go on with her life
 - C. Terez tells Michelle to drop her friend Frank
 - D. Terez tells Michelle she should have been honest and told the truth in the first place
36. All of the following are examples of Michelle's problems except for....
- A. Frank is out to give Michelle another black eye
 - B. Michelle wants to be accepted by the "gang" but not at someone else's expense
 - C. Michelle is expected to be a great poetry columnist even though she was not the one who wrote the poem
 - D. Michelle really likes Tim Winscott but does not know how to tell him
37. Where is the first place Michelle hides from Frank to avoid getting a second black eye?
- A. The girl's bathroom
 - B. Behind the fire extinguisher
 - C. In Mrs. Small's office
 - D. Behind the staircase
38. Why does Michelle discuss her problems with Mrs. Small in the science lab?
- A. Michelle really likes the science lab and feels comfortable to reveal her feelings there
 - B. Michelle does not want to be seen in Mrs. Small's office. It would damage her reputation even more
 - C. Michelle is hoping to invent something with Mrs. Small's help to get back at Frank
 - D. Michelle figures this is the last place Frank would look for her
39. Michelle meets Tim at the Herald's office to discuss....
- A. Her future as a poetry columnist with the Herald
 - B. Her relationship with Tim
 - C. How Tim actually knew that she had written the poem
 - D. That Klutzy was the real author of the poem

40. What is the name of the school's newspaper?
- A. Alexander Henry/ Clearview Herald
 - B. Alexander Clearview Herald
 - C. Henry/Alexander Clearview Herald
 - D. Clearview Herald
41. After finding out the truth , Tim offers Michelle a job as.....
- A. Secretary
 - B. Typist
 - C. Junior Editor
 - D. Editorial writer
42. Which reason best describes why Klutzy is mad at Michelle?
- A. Michelle drops Klutzy as a friend just when Klutzy needs her the most
 - B. Michelle takes credit for a poem she never wrote
 - C. Michelle is part of the plan to push Klutzy into the locker
 - D. Michelle's parents got a bad opinion of Klutzy
43. Michelle's duties at her new job were all of the following except for....
- A. Writing newspaper articles
 - B. Cleaning the garbage cans
 - C. Running errands
 - D. Getting coffee
44. The following are reasons why Michelle's mother approves of Michelle and Dora's friendship except for....
- A. Dora has changed appearance
 - B. Dora has a real job now
 - C. Dora's father is no longer an alcoholic
 - D. Michelle has been so "morose" the past weeks
45. Dora and Mitch make up and become friends again. Where do they go?
- A. They go to a nearby place to have a coke and to celebrate their rekindled friendship
 - B. They go to the theater
 - C. They go to the newspaper office at school to write an article about the whole story
 - D. They go to a party at one of Terez's friends

PART B: MATCH THE FOLLOWING CHARACTERS TO THE FOLLOWING QUOTES. EACH CHARACTER SHOULD ONLY BE USED ONCE!!

- | | |
|---|--------------------------|
| 1. "To thine own <u>self</u> be true." | A. Michelle |
| 2. "You were a friend of creepy Dora?" | B. Mrs. Small |
| 3. "Michelle! I asked you to pass those papers back." | C. Klutzy |
| 4. "Maybe you should get a ride home all the time." | D. Michelle's mom |
| 5. "Hey group, this here is Lady from now on." | E. Carolanne |
| 6. "Don't you see, Mitch? We were kids who trusted each other..." | F. Miss Mildew |
| 7. "I will leave you to the infant division, Terez. Talk to you later." | G. Mr. Numble |
| 8. "But Klutzy is not like her dad or her mixed-up sister of hers." | H. Bonnie |
| 9. "I wouldn't be caught dead going into grade seven with a zero like her." | I. Frank |
| 10. "On second thought, let's walk together to your locker." | J. Mr. Samoraki |
| | K. Dianna |
| | L. Terez |
| | M. Ms. Prundle |
| | N. Tim Winscott |

PART C.

ANSWER THE FOLLOWING QUESTIONS IN GRAMMATICALLY CORRECT SENTENCES ON YOUR ANSWER KEY!!!

1. What is Michelle's reason for ignoring her friend Dora?
2. Who is the Narrator in the novel Peanut Butter is Forever?
3. Who is the author of the novel Peanut Butter is Forever?
4. Why does Michelle deny to "the group" about ever having been friends with Dora.
Explain your answer.
5. What is the real reason why Tim Winscott gives Michelle a job, after he has offered Dora the job of poetry columnist for the school paper?

Answer Key

Part A

- | | |
|-------|------------|
| 1. D | 40. A |
| 2. B | 41. C |
| 3. B | 42. A P.85 |
| 4. A | 43. A P.80 |
| 5. C | 44. C |
| 6. A | 45. B |
| 7. C | |
| 8. A | |
| 9. B | |
| 10. D | |
| 11. A | |
| 12. C | |
| 13. D | |
| 14. B | |
| 15. B | |
| 16. D | |
| 17. A | |
| 18. B | |
| 19. D | |
| 20. A | |
| 21. C | |
| 22. C | |
| 23. C | |
| 24. C | |
| 25. B | |
| 26. B | |
| 27. D | |
| 28. A | |
| 29. B | |
| 30. C | |
| 31. A | |
| 32. D | |
| 33. C | |
| 34. B | |
| 35. D | |
| 36. D | |
| 37. A | |
| 38. B | |
| 39. D | |

PART B:

- 1. D Michelle's mother
- 1. E Carolanna
- 2. F Miss. Mildew
- 3. H Bonnie
- 4. I Frank
- 5. C Klutzy
- 6. K Dianna
- 7. A Michelle
- 8. L Terez
- 9. B Mrs. Small

PART C:

- 1. The reason why Michelle ignores her friend Dora is *because her mother forbids Michelle to see Dora again.*
- 2. The narrator of the novel Peanut Butter is Forever is *Michelle.*
- 3. The author of the novel Peanut Butter is Forever is *Melanie Zola.*
- 4. She denies ever having been friends with Dora *because that would ruin her reputation with the "in crowd". Michelle is afraid if she admits this fact the group may not want her as a friend anymore.*
- 5. The real reason why Michelle gets the job is *to teach Michelle a lesson. Friends should treat each other with respect and they should not lie nor abandon each other in time of need.*

Test Analysis

Following will be the test result analysis of the novel Peanut Butter is Forever. The data below will indicate the number of students (out of 24) who answered a particular question incorrectly.

1) 0	11) 10	21) 0	31) 6	41) 2
2) 0	12) 3	22) 0	32) 0	42) 2
3) 0	13) 19	23) 0	33) 2	43) 6
4) 1	14) 17	24) 0	34) 0	44) 4
5) 18	15) 10	25) 4	35) 3	45) 1
6) 17	16) 1	26) 8	36) 7	
7) 0	17) 6	27) 0	37) 10	
8) 1	18) 12	28) **	38) 3	
9) 2	19) 5	29) 4	39) 4	
10) 10	20) 9	30) 0	40) 9	

**Due to a typing error, this question was eliminated and not counted

Matching

- 1) 6
- 2) 3
- 3) 1
- 4) 6
- 5) 0
- 6) 1
- 7) 3
- 8) 1
- 9) 1
- 10) 5

The short answer questions were simple enough that most students were able to give a reasonable response to the question.

Test results:

The class average was 79%. The highest test score was 92% while the lowest test score was 59%.

Based on the test results one can determine that students had difficulty answering the following questions: 5,6,10,11,13,14,15,18 and 37 (Only those questions where ten or more students answered incorrectly will be analyzed). In other words, 24 students performed poorly on 9 questions out of a total of 60-1(elimination of question 28)=59 test questions.

Below is a list of test questions which students performed poorly on. Underneath these questions is an analysis as to why many students may have answered these questions incorrectly.

5. Who mostly disapproves of Michelle's friendship with Dora?

- A. Terez
- B. Bonnie
- C. Michelle's mother
- D. Frank

This question was perhaps difficult for students to answer correctly since the answer A and C are closely related. Many students may have believed that Terez (Michelle's sister) had more influence on Michelle as opposed to her mother. C, however, was the right answer.

6. Choose the answer which best describes why Terez does not like Dora?

- A. Dora is a klutz and cannot do anything right
- B. She does not want her sister Michelle to hang out with a "loser"
- C. She feels Michelle will end up a "loner" if she continues her friendship with Dora
- D. Terez thinks Dora is a bad influence for Michelle because she drinks alcohol just like her dad

Again this question could be difficult to answer as all answers are correct. Yet in the book answer A is mostly stressed. Students had to read the question carefully as they were asked to answer which best describes why Terez does not like Dora!

10. What was Mr. Numble's nickname?

- A. Humble, Humble
- B. Bumble, Humble
- C. Numble, Bumble
- D. Bumble, Numble

Perhaps this is somewhat of a trick question. Students had to pay close attention to some minor details such as remembering Mr. Numble's nickname-Bumble, Numble (D). All answers are too closely related and students might have gotten easily confused as a result.

11. Why is Mr. Numble nicknamed as such?

- A. His neck jerks, he has erratic twitches of his chin, he has furrowed brows and a hunting look in his face.
- B. He often wears a checkered jacket and his pants are short
- C. He is not popular with the students because he is a "nerd"
- D. None of the above

This question should have been answered correctly as the answer A, which was stressed in the novel, certainly reveals the reason why Mr. Numble was nicknamed as Bumble, Numble.

13. What church does Bonnie belong to?

- A. She belongs to the Protestant Church
- B. She belongs to the Catholic Church
- C. She belongs to the United Church
- D. She belongs to the Church of Jesus of Latter Day Saints

Perhaps this question was irrelevant and too detailed for students to remember. This was the question which most students (19) answered incorrectly.

14. Why is Chapter 4 titled "to be or not to be?". Choose the best answer!

- A. because Michelle's class is doing a debate in English class
- B. because Michelle is studying Shakespeare in English class
- C. because Michelle has to complete an assignment "to be or not to be a friend"
- D. because Michelle has to participate in Frank's scam against Klutzy. She asks herself "to be or not to be...part of the group!"

Many students may have overlooked the fact that “to be or not to be” was part of the Shakespeare unit which was studied in class. Some students may have forgotten that the title of the poetry assignment for English class was called “to be or not to be?” as opposed to answer C “to be or not to be a friend”. Therefore, some students may have answered C instead of B.

15. What is the title of Michelle’s English assignment going to be?

- A. How to be a good friend
- B. To be or not to be a...friend
- C. Peanut Butter is Forever
- D. Peanut Butter lasts Forever

Some students may have forgotten that Michelle wants to write a poem “to be or not to be ... a friend”. Since she did not finish her assignment in time she copies Klutzy’s poem which is titled Peanut Butter is Forever. Therefore, many students may have been confused and answered C instead of B.

18. Who is Frank’s right man?

- A. Larry
- B. Brad
- C. Bonnie
- D. Mitch

Students might have difficulty remembering who Frank’s right man was as he was only mentioned a few times throughout the novel. The correct answer should have been B (Brad).

37. Where is the first place Michelle hides from Frank to avoid getting a second black eye?

- A. The girl’s bathroom
- B. Behind the fire extinguisher
- C. In Mrs. Small’s office
- D. Behind the stair case

Michelle at first hides in the girl's bathroom (p.60) and then behind the fire extinguisher. Certainly the fire extinguisher scene is described in much more detail as compared to the girl's bathroom hiding place therefore students may have been confused about which incident took place first.

In conclusion, based on the above results one can conclude that students must read each question carefully in order to choose the correct response. Furthermore, minute details mentioned in novels are easily forgotten by students and are perhaps not worthy of asking.

STUDENT SURVEY**-Please answer in complete sentences!**

1. Did you enjoy reading the novel Peanut Butter is Forever? Explain. _____

2. Did you find this novel to be age appropriate? Explain. _____

3. Did you have difficulty understanding the content of the novel Peanut Butter is Forever? Explain. _____

4. After having studied the novel Peanut Butter is Forever, are you more familiar with the literary plot outline terms such as; introduction, rising action, climax, falling action and conclusion?
A. Yes B. No
5. What did you learn from writing chapter summaries? _____

6. Would you like to be given a choice as to what novel project you would like to work on in the future? Why? _____

7. Did you find the novel projects interesting? If not what other suggestions would you have? _____

8. Do you prefer to work individually or in groups on these novel projects? Why? _____

9. Did you enjoy writing a response journal and what did you learn from this activity?

10. Did you find the test questions difficult? Explain. _____

11. Did you find Mr. Hosanee's instructions clear and precise? Explain. _____

12. When you were placed in groups, did each individual in the group take responsibility for their own actions or did only a few group members accomplish the task of completing the assignment? Explain. _____

13. If you would change anything about this novel study what would it be and why?

The following section will reveal the answers and analysis of the novel Peanut Butter is Forever student survey. (All 24 students were present to answer the student survey, therefore the results should reveal an accurate representation of student responses).

STUDENT SURVEY ANALYSIS

1. Did you enjoy reading the novel Peanut Butter is Forever? Explain.

Eleven students enjoyed reading the novel. To them, the novel offered variety, excitement and realism. Thirteen students, however, disliked the novel as it did not offer enough excitement. Many of these students believed that the ending of the novel was unrealistic since the two girls, near the end, became too quickly friends again.

2. Did you find this novel to be age appropriate? Explain.

Four students answered that the book contained vocabulary which was too easy for their age, while twenty students answered that the novel was age appropriate since it talked about everyday teenage problems. In addition, the grade six students related to the experiences talked about in the book especially since they will be entering Junior High in several months.

3. Did you have difficulty understanding the content of the novel Peanut Butter is Forever? Explain.

All twenty four students had no difficulty understanding the content of the novel. Many students revealed that the language was easy to follow and the plot was well written therefore the novel was easy to understand.

4. **After having studied the novel Peanut Butter is Forever, are you more familiar with the literary plot outline terms such as introduction, rising action, climax, falling action and conclusion?**

Twenty three students answered yes to this question while one student responded no. Unfortunately, the one person did not explain why he was not more familiar with the literary terms. Perhaps he may have misread the question.

5. **What did you learn from writing chapter summaries?**

Twenty three students responded to this question while one student refrained from answering. In general, most students mentioned that by writing chapter summaries they had to process and organize the information and therefore understood the content of the chapters better. Others received a deeper understanding of the character's emotions, plot development, and the novel in general. Some students learned how to summarize what they read and it made them anticipate as to what might happen in the next chapters. In general, writing chapter summaries helps most students remember the novel content better.

6. **Would you like to be given a choice as to what novel project you would like to work on in the future? Why?**

Nine students misread the question and answered that they would prefer to read a different book. Therefore choosing their own book would allow them to enjoy the novel better. Two students answered that they do not like to be given a choice and that the task the teacher assigns is challenging and surprising. Thirteen students answered that they would prefer to be given a choice as to what novel project they would like to work on since it would make it more enjoyable, less time consuming and more interesting.

7. Did you find the novel projects interesting? If not what other suggestions would you have?

Four students answered that they enjoyed most of the novel projects but not all. One student did not enjoy the activities and suggested an activity such as writing your own conclusion to the story. Nineteen students responded positively to this question and thought the projects were interesting and fun. Students especially enjoyed working in groups.

8. Do you prefer to work individually or in groups on these novel projects? Why?

Four students preferred to work individually since they believed more work would be accomplished in a shorter period of time; they would not have to depend on others to complete the work on time; they would not have to be responsible for another person's work in the group; they would earn his/her own mark and avoid confrontation. Two students preferred both, to work individually and in groups. They believed group work promotes cooperation and provides a more interesting environment. Individual work allows one to make his/her own decision without having to depend on others for approval; the work will be done well and on time! Eighteen students preferred group work over individual work because group work; promotes cooperation where students help each other in time of need; it gets the job done faster since students are able to share ideas and opinions with others. In addition the work load is divided amongst a few students who have many different perspectives. In general, group work is more interesting since students are with their friends.

9. Did you enjoy writing a response journal and what did you learn from this activity?

Four students enjoyed writing a response journal. Twenty students did not enjoy writing a response journal as they felt it was a similar activity as compared to writing chapter

summaries. According to some students several chapters were not lengthy enough and therefore did not provide enough information to write about. In general, the response journal taught students how to read between the lines, how to express their feelings and opinions and it taught some students to write through another person's point of view. They also learned more about paragraph writing and what is expected of them when they write in a response journal.

10. Did you find the test questions difficult? Explain.

One student found the test questions difficult to understand because they were about "little things that were irrelevant". Twenty three students believed the test questions were simple, straight forward and not difficult. Students believed that they performed well on the test because they had read the book, paid attention in class and studied the notes before the test.

11. Did you find Mr. Hosanee's instructions clear and precise? Explain.

One student had at times difficulty understanding the instructions clearly. One student refrained from answering the question as he could not remember. Twenty-two students answered that Mr. Hosanee's instructions were clear, precise and easy to understand. The instructions were explained many times. Mr. Hosanee did not mind to answer any questions for clarification purposes.

12. When you were placed in groups, did each individual in the group take responsibility for their own actions or did only a few group members accomplish the task of completing the assignment? Explain.

Eleven students responded positively to their group accomplishments. These students divided the tasks equally amongst group members and they shared their findings to come to common grounds. They experienced success, cooperation as compared to those groups

who wanted to accomplish the task together. Thirteen students did not feel that every person in the group contributed equally. Some commented that a few group members completed the assignment and refused to involve others in their project. Others mentioned their group would get off topic easily or that conflicts would arise.

13. If you would change anything about this novel study what would it be and why?

Five students enjoyed the novel study the way it was presented in class. Nineteen students felt that a change to the novel study would be a good idea. Many seemed to prefer reading a different book as this book was too easy to read and the plot offered little excitement to them. Also, they would prefer to choose their own groups, novels and projects. One of the nineteen students thought that the novel study unit was too long and should be shortened up and one student disliked looking up vocabulary words in the dictionary. Last but not least, one of the nineteen students responded about the fact that the novel should have more boys in the plot as opposed to girls.

In conclusion, based on this student survey, I gather that many students seemed to have enjoyed the class activities and the novel study unit itself. They believed the novel was easy to read and understand and that Peanut Butter is Forever was age appropriate. Many students seemed to enjoy group work as compared to individual work providing each member would complete his/her task. I do, however, believe that most students would prefer to read a novel which would contain more action and excitement.

REFLECTION AND FUTURE IMPLICATIONS

Working independently on a study guide for the novel Peanut Butter is Forever seemed to be an ideal project for me to engage in for my Master of Education study. I have been wanting to compile materials to construct a study guide for several years now. As the instructor, I wanted to accomplish three goals. First, I wanted to be supportive of my students as they worked on completing this study guide project with me. I certainly wanted to be a positive role model and I wanted my students to feel at ease and to ask questions whenever necessary. Secondly, I wanted to help the students learn to ascertain the literary elements of this novel. Thirdly, I wanted to construct information materials which helped me produce my study guide for the novel Peanut Butter is Forever. My guide includes materials on; plot summaries, novel elements, chapter summaries, vocabulary, character analysis, novel projects, response journals, a bibliography on the author (Melanie Zola), a test and answer key, a test analysis, a student survey and analysis and a reflection of the project.

I believe the production of a study guide would give students a sense of community within the class as they would learn to cooperate with one another and work together to complete this project successfully. Furthermore, it would improve my student's listening comprehension, reading comprehension and writing skills.

For the listening comprehension students were either exposed to interactive or non-interactive listening. Interactive listening mostly took place during class time where students were in active participation with myself or fellow students. Non-interactive listening took place while students received one-way communication in which information was supplied through oral reading of the novel.

Reading comprehension mostly tested the students' knowledge and understanding of the novel content. Students were either asked orally or in writing to answer questions or to complete assignments.

Students also improved their writing skills by completing chapter summaries, response journals and engaging in post novel projects (which mostly emphasized the writing aspect). Students had to process the information read and in turn organize and express, in writing, their thoughts on a particular issue. Through writing students learned to clarify thought, emotion and experience, and to share ideas, emotions and experiences with others. Writing encourages students to develop precision, clarity and imagination demanded for effective communication. It is important that students learn to generate ideas through a variety of techniques such as brainstorming, exploratory writing and so on. At the same time, students must be aware of their audience, the format, the topic and purpose of their writing assignment. Undoubtedly, students have benefited from the experience of helping me construct a novel study guide. Not only did student's listening, comprehension, research and writing skills improve but they gained personal enjoyment as well.

In January, I explained to the class that we would construct a novel guide for the novel Peanut Butter is Forever. Students were extremely excited and were very anxious to commence. Within the first week the class had finished reading the novel, as a group, and they were ready to start their chapter summaries and vocabulary.

The class was divided into six groups of four which in my opinion was an appropriate number for groups to function most effectively and efficiently. I believed group work would promote cooperation and enjoyment and it would help produce a classroom environment that would be conducive to learning. Group discussions would also enhance student's listening, comprehension and communication skills. I did however, decide to choose the groups to maximize success and productivity, and to have weaker students benefit from the experience of working with the stronger students. Each group was given a task which had to be completed within a time frame. For example, each group was assigned to complete character sketches of the following characters: Michelle Leland, Dora Klutzmann, Terez Leland, Frank Flatsam, Bonnie, Tim, Mrs. Small, Ms. Dewmil and Mr. Numble. Character sketches would teach students how to organize information

about a major or minor character in the novel and to analyze how this individual effected the outcome of the story. The students were asked to describe the character's physical appearance, strengths and weaknesses and whether or not they sympathized with the character. Their work, however, was disappointing to me since students had summarized minor and irrelevant details. I discussed with the class that my expectations for this novel study were high and I anticipated my students to do their best work. I asked students to redo their character sketches and I was pleased with the outcome. Students paid more attention to relevant facts and their character sketches were well formulated. I combined my own work and some of the student's work to produce the character description section shown in this study guide.

For the second assignment, students were asked to summarize the chapters and to provide a vocabulary for each chapter. This activity would practice student's writing, comprehension and critical thinking skills. In addition, students would gain valuable knowledge by learning new vocabulary.

Again, the students worked in the same groups and each group was responsible for summarizing two chapters. One group, however, summarized four chapters to ensure the content of the book was covered. Students were encouraged to use the novel as a reference to ensure all the facts noted were correct. Students summarized the chapters well although some groups focused on minor details which were irrelevant. As a result, those groups were asked to redo their summaries. Furthermore, students were asked to proofread their work to minimize mistakes made in sentence structuring and spelling. Each group was also asked to find and define at least five difficult words they encountered while reading their assigned chapters. I realized when students had completed the task that I had failed to ask students to mark the page numbers beside the definitions. I believed page numbers would provide students in the future with direct reference to the particular definition, therefore, eliminating wasted time looking for the word. Students were asked to check the page numbering and note it beside their chapter definitions. I also added some words to the students' vocabulary to ensure that most

difficult words encountered in the novel were defined. During class observations, I noted that students worked well in their respective groups and were on task. According to the survey analysis most students enjoyed the group experience; they were on task and completed their projects successfully within the designated time. Only four students preferred to work individually since they believed more work would be accomplished in a shorter period of time; they would not have to depend on others to complete the work on time; they would not have to be responsible for another person's work in the group; they would earn their own marks and avoid confrontation. Overall, the chapter summaries and vocabulary was a lengthy but useful exercise as students learned to organize their thoughts and improve their writing skills.

To prepare for the upcoming novel test, the students were to formulate two or three chapter questions. I compiled the students' work and redistributed the chapter questions which students would use to study for the test. I felt the students were well prepared for their novel test. After all, students had read the novel, completed various novel assignments (including chapter summaries, character sketches, and so on) and had study notes to study from. Students performed well on their test and the class average was 79%. The highest mark was 92% while the lowest mark was 59%. I was very pleased with the results and I certainly was proud of my students.

Each student was also assigned to write a response journal. In general, students disliked the experience as many had difficulties expressing their feelings and opinions. They found it difficult to reflect on the chapter contents and students preferred to write chapter summaries. Personally, I found the response journals to be much more interesting to read as it included the student's perceptions of the novel. Students were more analytical and critical in their response writing. Even though many students did not enjoy writing a journal, I do believe the experience was most beneficial to them. They learned: how to read between the lines, how to express their feelings and opinions on paper and how to write paragraphs better.

After the completion of the character sketches, the chapter summaries and the vocabulary, the chapter questions and the response journal, the groups were ready for their projects. Each group was assigned a different project because I knew if I allowed students to choose their own project, many would want to complete the same activity. Students did a very thorough job of completing the assignment.

As a last project, I asked my students to complete a student survey of the novel Peanut Butter is Forever (the results are revealed under the heading Survey Analysis). I felt, in general, that the students answered the questions honestly and I was quite impressed with their working habits throughout the novel study. Based on the student survey, many pupils enjoyed working on the projects to compile the novel study, but some students stressed that they would prefer to read another novel as this book lacked action and excitement.

In the future I may consider adding different novels, using the same study guide principles as Peanut Butter is Forever. I also may consider having students choose their own groups (although this would be done on an experimental basis). I perhaps might consider having students choose their own projects but I will not have students write both a journal and chapter summaries (many students thought this was redundant). Students (when analyzing the students survey) seemed to prefer writing chapter summaries as opposed to journals because many students had difficulty reflecting and expressing their feelings and opinions in the journal. I do believe, overall, that students enjoyed themselves and benefited from the experience of compiling a novel study guide for the novel Peanut Butter is Forever.

CONCLUSION

In conclusion, I believe this experience was very useful to my students, especially since they were active participants in the learning process. Students were motivated and accomplished success at achieving their assigned tasks. The majority of the students worked well together in their groups and expressed genuine interest towards each other. Students' writing, reading, cognitive, listening and organizational skills improved as a result of the various exercises they were engaged in throughout this novel study.

The student analysis and discussion part of this project proved to be very useful as it made me conscious of students' likes and dislikes regarding the project. As mentioned before, students enjoyed the learning process of creating a study guide for the novel Peanut Butter is Forever. However, many students preferred to read a different novel in the future because, in their opinion, this novel lacked excitement and action.

I also have enjoyed and learned from this valuable experience. This project has allowed me the opportunity to put important and relevant information together to compile a novel study guide produced to aid teachers. By using a study guide, teachers can help the students to appreciate and understand the novel better, in a context which utilizes the integration of all Language Arts components.

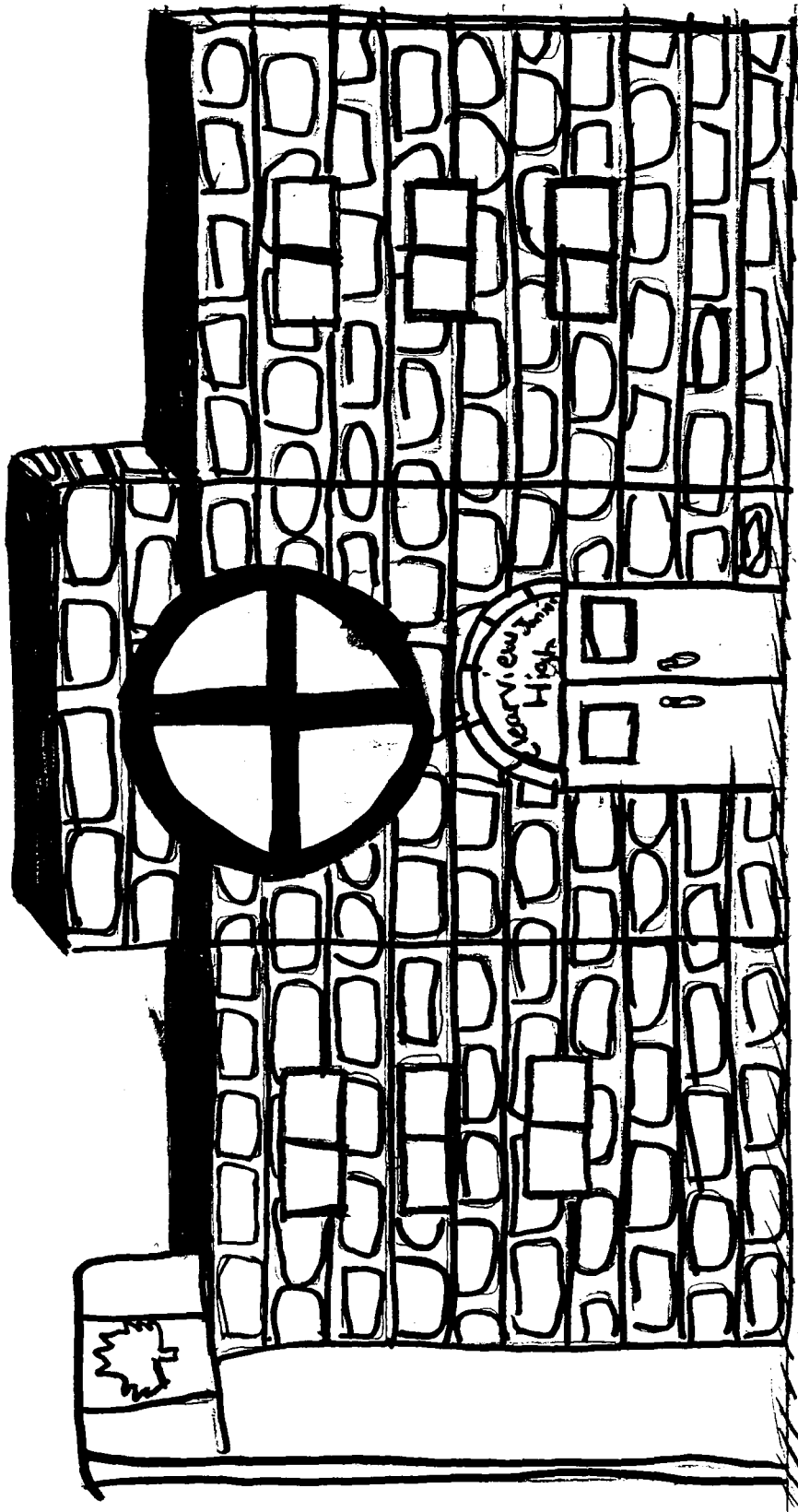
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APPENDIX 1

SAMPLES OF STUDENTS' PROJECTS

Drawing of Clearview Junior High School



CHAPTER 15: A Mishap at the Movies

As I walk to the theatre, I wonder what is awaiting me. While I approach the building I see a figure standing by the door. I assume it is Klutzy and run to join her. It seems that a lot of people have come to watch " Crocodile Dundee." Klutzy and I decide that I should buy popcorn ^{for us} and Coke while she saves us seats.

After buying two bags of extra large buttery popcorn, I start to head inside the theatre. When I'm at the door, I remember that I have forgotten to buy the two Cokes. I head back to the concession. After finally paying for the Cokes, I walk towards the door. I see some familiar faces. Frank' s in crowd has come. I try to escape but Carolanne, Larry, Bonnie and Frank see me.

Spotted

" So, Mrs. Rat, " sneers Frank, " how are you and your Goody-Goody friend doing?

" Your crowd certainly hasn' t improved," I shout back.

Carolanne replies sarcastically, " It seems to me that Michelle is too good for us now that she has her lousy friend."

I look towards Bonnie for help. She shrugs at me.

Frank grins, " Who are you going to hang around with, Mitch? Us or that ugly Klutzman?"

" Don't you *dare* call my best friend ugly!" I yell.

" Ready for another black eye?" threatens Frank.

Klutzy comes in to the lobby. " Michelle, what' s taking you so long?" She sees Frank hanging over me like an ape. " You again," she snickers. Suddenly, she takes the popcorn and Coke from the table on which I had left it and dumps^{ed} its contents on Frank Flatsam' s head. The rest of his group laugh^{ed} hysterically while Frank^{ran} into the boys' bathroom. Klutzy and I^{went} inside the theatre and watch^{ed} "Crocodile Dundee" . After the movie, we^{went} to my house. While my mom^{was} baking us cookies, I^{thought} think about how many things have changed since Klutzy and I were in elementry school. Still, two things are forever: peanut butter and our friendship.

Well done, although the beginning was a little slow!

It is a good thing Dora get Frank with her popcorn and coke.

Project #4: Response Journal

My grade seven year was so interesting, I thought I would write a book about it.

Chapter One

Terez is totally crazy. Does she really think that she can convince me to dump Klutzy? She isn't the queen of the world just because she's a popular high school kid. It's unbelievable that the *queen* hasn't forbidden me from seeing Klutzy yet.

Chapter Two

Terez is going to be dead the next time I see her. She actually had the guts to tell Mama that I shouldn't hang out with Klutzy anymore. I don't see why grown-ups always get their way. How am I going to tell Klutzy that I'm not allowed to see her anymore?

Chapter Three

I just know that Bonnie will never be a friend ^{as good of a} as Klutzy. ^{was} We have absolutely nothing in common. Bonnie is probably the only person who paid attention to Bumble's assembly today. She sat there staring up at him as though Bumble was some kind of priest. If I were with Klutzy, we would have been roaring with laughter by the time Bumble finished his stage-show.

Chapter Four

I'm so relieved that we didn't get in trouble for the Scope incident. I would have died if Mildew had asked us "Who committed this horrible crime?" instead of "Who wrote to be or not to be?" Frank wouldn't have minded if we had been in

trouble, however. In his opinion, Fantastic Frank has struck again. I think that he should rephrase it to Flat-Headed Frank has struck again. I shouldn't be writing this now, anyway, I have to get back to my essay about Klutzy.

Chapter Five

I am the most disloyal friend ever to hit the face of the earth. After all these years, I ^{denied} said that Klutzy was never my friend. After the way I treated her today, I don't think I deserved her friendship. I ignored the fact that Klutzy was my best friend (as soon as ^{we came}) our friendship stood in the way of my reputation. Some friend I am!

Chapter Six

I've been thinking ^{all day,} about how to answer Klutzy's letter, all day. How I wish I could be back in grade three, writing poems for the "Arther's Club." Even searching for clues in the case of the missing candy would satisfy me. But now that I'm in junior high I have to worry about being cool, ^{getting} friends, ^{completing} assignments, ^{having different} teachers and so many other things, that I feel my head will burst.

Chapter Seven

Klutzy's poem saved my life. I don't know what I would have done if it hadn't been there today. I think it deserves to be in this scrapbook.

Peanut Butter is Forever
by Dora Klutzmann

Changes, Changes everywhere,
No one has time to spare.

Those who were good to me
Are laughing instead " Hee Hee Hee!"

Everything is new and better,
Even rain gets wetter and wetter!
Change still isn't always a welcome guest,
Sometimes things should stay at a rest.

Yet while these things are all(a)changing
Something smooth is in the making.
Soft peanut butter changes never,
It stays the same forever and ever.

*Nice poem you made up Lopa!
Well done!*

Chapter Eight

Ouch! My colourful eye isn't the only thing that's hurting me. Frank's crowd hates me. I don't even want to think about what he's planning to get back at me for ruining his plan against Klutzy. The chance of Bonnie helping me out is pretty slim. She won't dare contradict Frank; she's such a coward. No one else in the 'in crowd' could care less about my future. At least I saved Klutzy from spending the night in her basement locker.

Chapter Nine

I'm going to have a long list of people on my list of ex-friends by the time I finish grade seven. Tim Winscott is offering me a job ^{at} on the *Herald*. I would have been overjoyed under normal circumstances but I know that it's really Klutzy's job. I wish Tim would have let me explain why I ~~wouldn't~~ ^{didn't want to} take the job. That way, I won't have to worry about it.

Chapter Ten

Terez sure helped me out today. Ann Landers could give me more useful advice than her. I better get some real help soon or I'll be in really big trouble.

Chapter Eleven

Shrink is definitely one of the nicest people I've ever met. No wonder she taught grade one before she came here, Mrs. Small acts like ^{an elementary teacher} it. Even if she is a bit old-fashioned, her advice was really useful. Bumble managed to get rid of Frank so, at least one of my problems is solved. Now I can concentrate on getting Klutzy to be my friend again. I hope my plan works.

Chapter Twelve

My plans are working pretty well. Klutzy got the job and is happy. If Tim can help Klutzy get a new image, I won't be treated like Godzilla's cousin. The bad part of the setup is that I'm stuck cleaning up all the junk.

Chapter Thirteen

~~Klutzy~~ Dora isn't my friend anymore. I still can't believe some of the things she said. She sure has changed. If she referred to me as a rotten friend last year, I would have called the police to make sure that it was really Klutzy.

Chapter Fourteen


Today is the best day I've had since the beginning of junior high. I couldn't believe that Klutzy changed her mind about me so quickly. The fact that she changed her mind doesn't

bother me, however, I don't know how I would survive without her. As Mama says, " There is a light at the end of every tunnel."



Well done. You certainly put yourself
in Michelle's shoes.
You were very descriptive and I
liked your poem. :)
Good job!

Project #9: Draw a new book cover for the novel.

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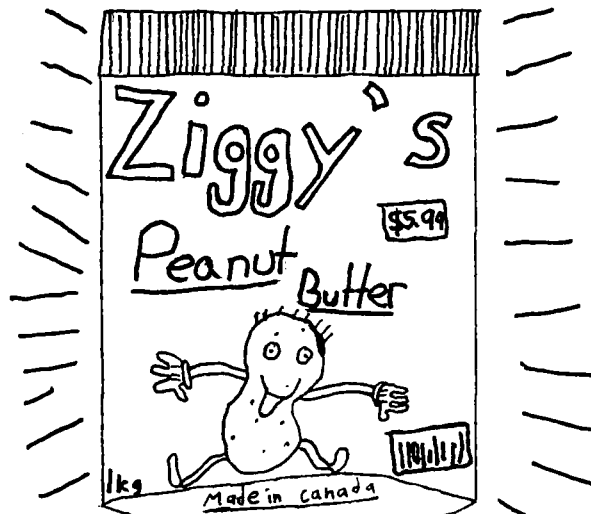
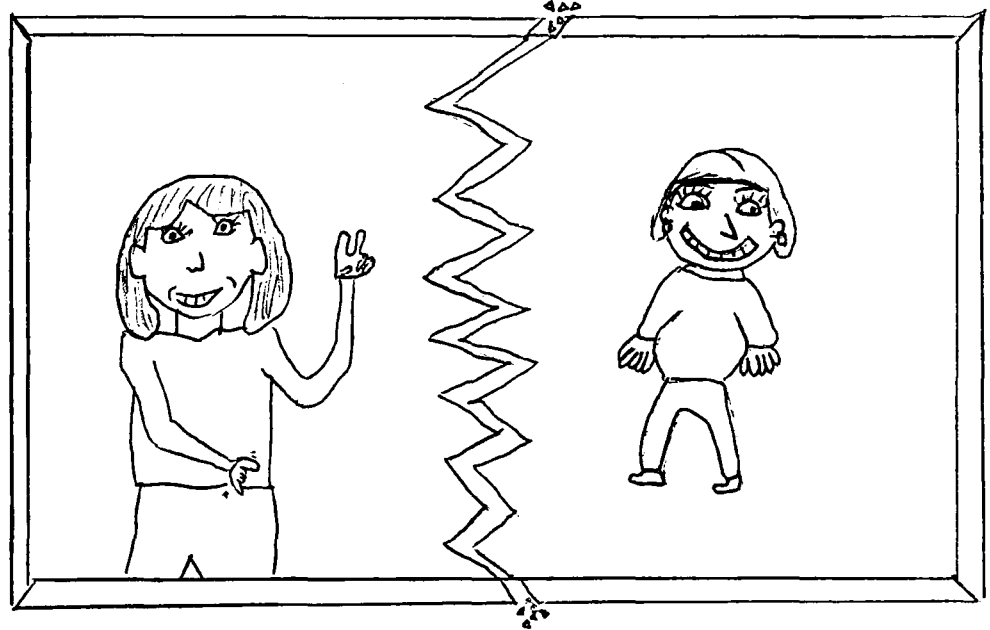
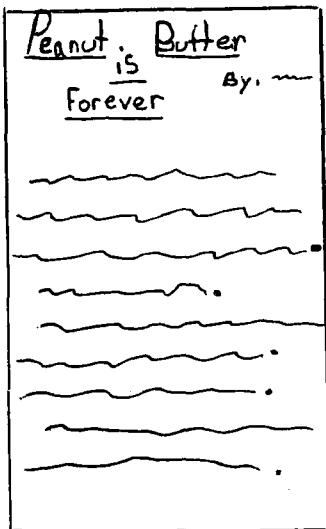
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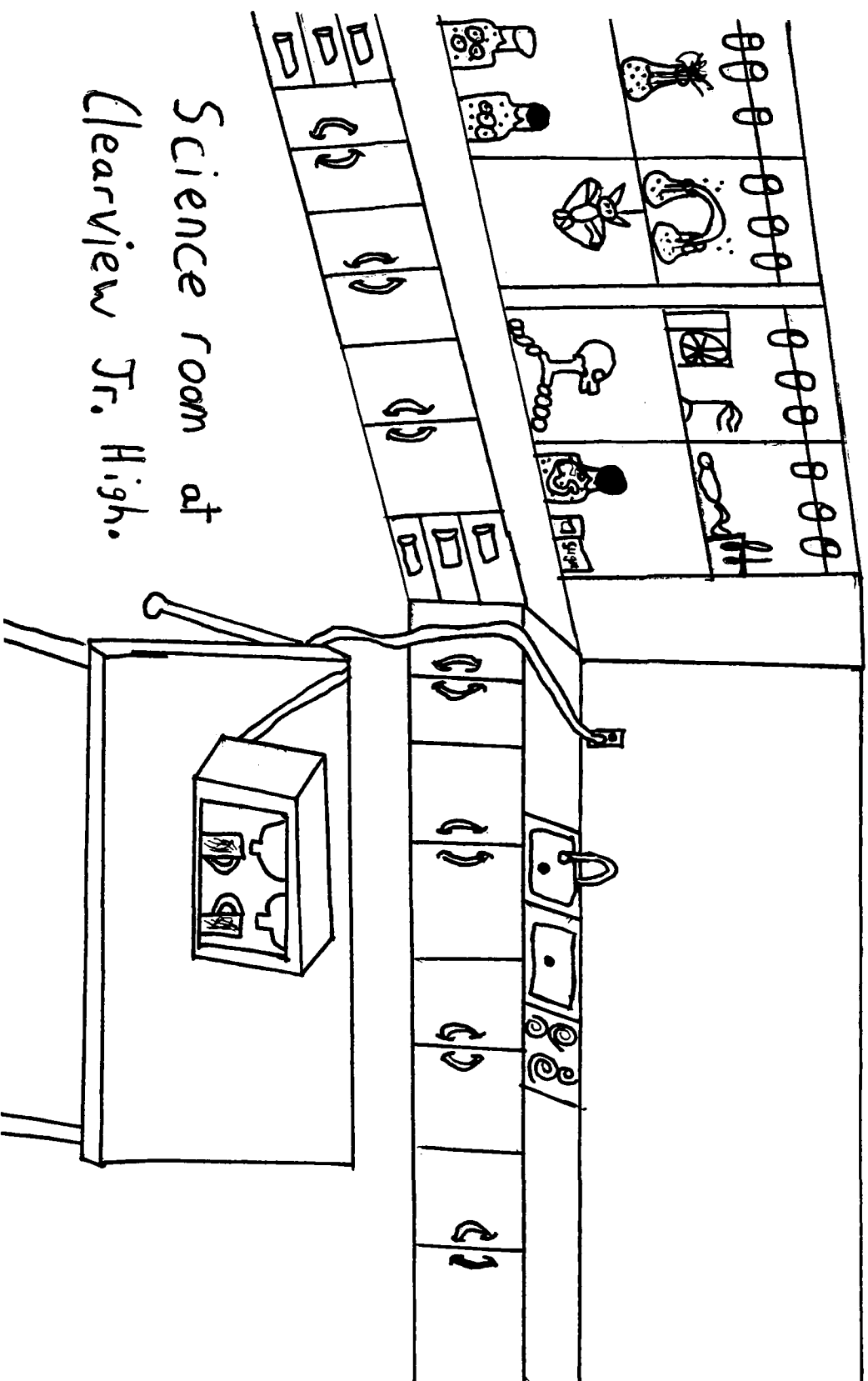
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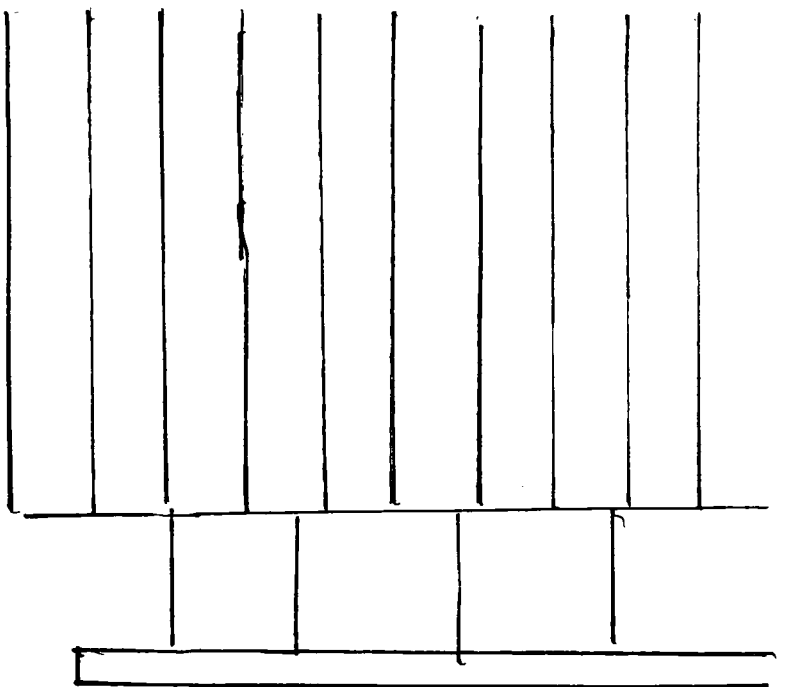
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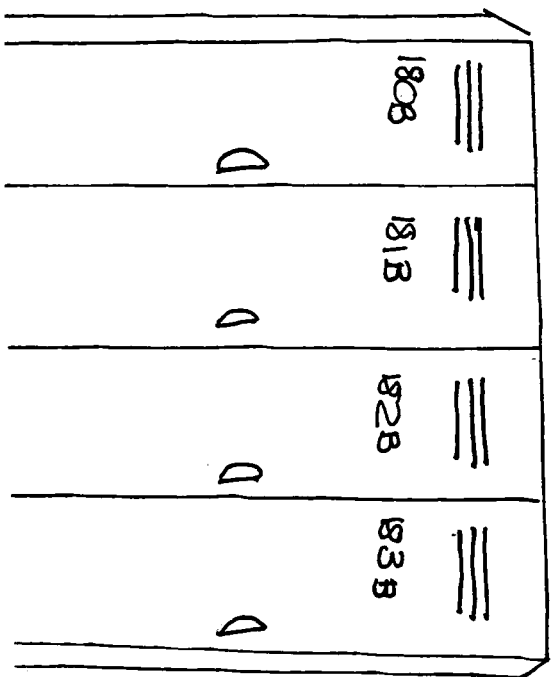
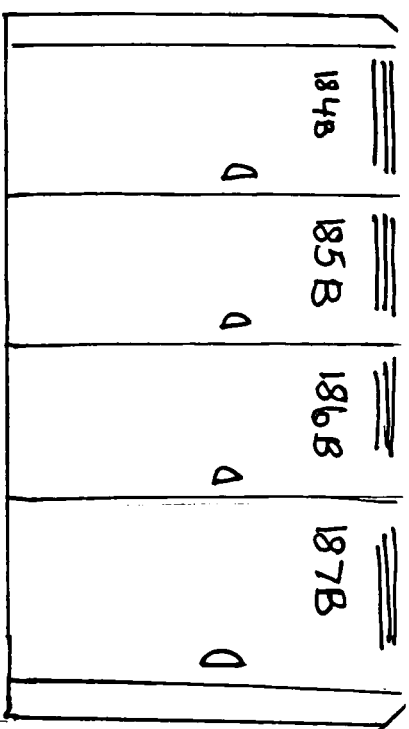
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1000 1 2 3 4



The basement
Locker room at
Clearview Jr. High School



Exit



Lethbridge

February 27, 1997

In the south of Alberta is the city of Lethbridge. The eighty people who lived there when it was first formed wouldn't believe that the third largest city in Alberta was the same place that they spent ~~the~~ most of their lives. There are now 60 375 people living in Lethbridge.

The first inhabitants in southern Alberta were the fierce Blackfoot Indians. These natives were the most violent tribe around. Therefore, any white men that entered their territory were chased away. This is why hardly any whites^{people} had seen the the place that was to be known as Lethbridge.

After years of fighting between the natives and the Europeans, they reached an agreement of peace. The missionaries had arrived from all over Europe and were forcing the natives to ^{sign} have peace. ^{treaty}.

While Lethbridge was still in the process of development, there were 80 men who lived there. These men worked in the mining camp of Coal Banks. Wanting a better name for their home^s, the miners decided to name the place in honour of the president of their company, William Lethbridge. Charles A. Magrath was elected as the first mayor of Lethbridge in 1891.

When you compare modern Lethbridge to the Lethbridge of 1880-1890, you will find that many things have changed. In my opinion, the most remarkable thing is the variety of cultures that make their homes

in Lethbridge. Japanese, European, Chinese and many others live together in this city . When I think of the the struggle between the natives and the Europeans in the nineteenth century, I can' t believe ^{, far people have come ,} the change in relationship. The annual Heritage festival celebrates this achievement.

If I were to tell you everything about Lethbridge, it would take me forever. However, I hope that you have gotten a good idea of Michelle' s hometown. ✓ well done!

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