

CAROLINE FIGNAT



# EGGHEAD

A NOVEL



**Educator's Guide**

# Egghead

Caroline Pignat

## Educator's Guide



Red Deer Press

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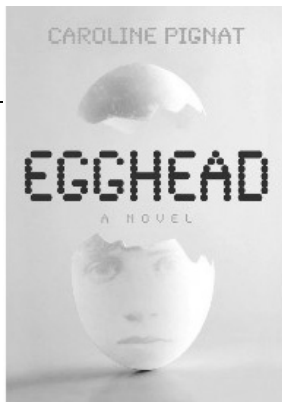


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# educators'

## guide

Place your message here. For maximum impact, use two or three sentences.

This study includes:

- Bullying awareness information
  - statistics and resources
  - discussion starters
  - bullying awareness survey
- Pre-reading activities
- Resources for exploring
  - Character
  - Themes
  - Plot
  - Conflict
  - Reflection
  - Poetry
  - Creative writing
  - Visual arts
  - Media literacy
- Comprehension questions
- Journal prompts
- Worksheets used by the author
- A deleted scene

## about the book

**Why do they keep bullying Will Reid—and who's going to make them stop?**

Will Reid is an odd kid. He is obsessed with bugs and lousy at gym. In other words, he's the perfect target for Shane, the Grade 9 bully.

Katie has been Will's friend since elementary school, but defending him in the high school environment comes at an unforeseen cost. She dreads the rumors that link them in a boyfriend-girlfriend way she'd never considered before. Devan has been part of Shane's bullyboy team until now, when he has come to realize that it's not so funny anymore.

Together, the teens struggle to find their way through a classic dilemma of life: where is the line and what happens when it is crossed?

Each character takes a turn at telling the story: Will's voice through spare, blank verse; Katie's through clear-eyed prose as she wrestles with her own private demons; and Devan's through the narrative of his slowly awakening compassion for Will and his growing attraction to Katie.

Young readers will find much food for thought in this compelling, crisply told story of compassion confronting intimidation.



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## pre-reading activities

In groups, complete *Bully, Targets, and Bystanders*. As a class, share the results on a flipchart sheet.

Journal on the following questions:

How does bullying effect you?

How do you effect bullying?

(At the end of the novel, journal on the same question again and compare answers)

Write the following words on the board: bullied, bully, bystander, ants, egghead, joke, protect, bruise, power, crowd, same, different. As a class, predict what the story may explore. This may also be done with five items – ant, toque, dickie, science fair ribbon, skis, ant farm, as in the Paper Bag Presentation (found in the Character Connections section), but done by the educator as an introductory activity.

Review and discuss the roles and dynamics found in *The Bullying Circle*.

Give the *Bully Survey* to the class or several classes and discuss the overall results. Integrate it with Math.

Discuss a bullying case study or related current event. (Barbara Coloroso provides case studies and statistics in her introduction to *The Bully, The Bullied and The Bystander* )

Discuss the definitions and statistics on this page.

# bullying awareness

## what is bullying?

- Imbalance of power
- Goal is:
  - to intimidate
  - to dominate
  - to hurt
- Goes beyond teasing to:
  - create terror
  - contempt
- Ongoing threat of more

## what does it look like?

- Physical
  - hit
  - kick
  - fight
- Verbal
  - taunt
  - slander
  - gossip
- Relational
  - manipulate
  - shun
  - cyber bully

## bullying statistics

- Bullying most frequently occurs in the school environment
- Bullying happens once every 7 minutes
- Bullying often goes unreported
- A bullying incident typically lasts 37 seconds but emotional scars can last a lifetime
- By the age of 24, 60% of identified bullies have a criminal record
- Kids repeatedly victimized sometimes see suicide as their only escape
- All kids are negatively affected when bullying occurs.

themes  
explored

bullying

friendship

loyalty

courage

peer pressure

action vs. inaction

power

choice

# thematic

## connections

### GROUP DISCUSSION or JOURNAL REFLECTION QUESTIONS

#### THEME THREADS

This passage was a good example of [selected theme] because...

#### TEXT CONNECTIONS

**T2T** Text-to-text. How does *Egghead* relate to another story you read?

**T2W** Text-to-world. How does *Egghead* relate to bigger issues and events in the world?

**T2ME** Text-to-self. Relate your own experiences to what happens in *Egghead*. (Explain the connection made and how it helps your understanding.)

#### MAKING CONNECTIONS

I really admire...

I would like to be friends with...

I would like to know more about...

I really related to....

This reminds me of the time I...

#### POINT & COUNTERPOINT

See **Point & Counterpoint** worksheet.

Choose a character and describe their thoughts and actions in a certain scene. Write out their point of view on one side and your counterpoint on the other. Describe how you would have reacted differently. How would that change the story?

Discuss your answers with the group and explain your reasons for your choices.

#### TAKE NOTE

Encourage the students to use Post-its to capture ideas or questions that arise while reading. Stick them right in the novel and refer to them during group discussions and/or **Reading Response Journal**.

# character

## connections

**TAKE NOTE**  
These activities may be done as a class, in small groups or independently.

### CHARACTER MAP

Use the **Crack Open a Character** worksheet to map character traits.

### COMPARE AND CONTRAST

Choose two characters. How are they the same? How are they different? Complete the **Compare and Contrast** Venn diagram.

### CHANGE

Pick one character and discuss how he/she changed during the novel. What experiences made him/her change? What lesson did he/she learn? What did you learn from watching them change?

### ROLES AND RELATING

Discuss the characters in relation to **The Bullying Circle**. Use the **Character Interactions** to discuss how they relate to each other and how that changes during the story.

### TRICK of TRAIT

Check out the **Egghead Characters Trait Sheet** the author created during the brainstorming of her characters. Discuss what traits made it into the novel and which ones are critical to the plot. Why are numerous, specific and detailed traits important to knowing and creating fictional characters (even if the trait never gets shown in the story)?

### THE NEW KID

Use the **Character Trait Sheet** and create a new character for the novel.

### GET IN CHARACTER

Write a letter to/from a character.

Write a diary entry for one of the characters. These work best as though they were written after a tense/emotional scene.

### PAPER BAG PRESENTATION

Choose 5-7 items that represent significant events or characters from the novel. Place them in a paper bag. Be prepared to explain the significance of each to the class.

### 2 SIDES 2 EVERY STORY

Choose a conflict and write a scene in first person point of view. Rewrite it in the other character's point of view.

Why do you think the author chose to present the story from Devan and Katie's points of view?

How would the story be different if it were told by Shane, Brad, Jenna or by some other character?

Describe Shane from two different characters' points of view.

Describe Will from two different characters' points of view.

With a partner, brainstorm about a conflict that involves two people. Write the scene in first person as one of those characters. (Be sure your partner is writing as the other character.)  
Share and compare.

# point of view



Use the **Comprehension Questions** to explore plot and character development. Use **Multiple Choice Quizzes** to review comprehension of early chapters.

# story

## elements

### the answer is a question

In groups, students will create Literal, Inferential, Interpretive and Response Questions based on the assigned reading.

#### Literal Questions

The answer is found right there in the story. Example: What does Shane do to the ant in the gym on the first day of school?

Write three **literal questions**.

#### Inferential Questions

Some information is found in the story but requires some thinking to come up with (or “infer”) the answer. Example: How do Katie and Devan respond differently to Shane teasing Martin?

Write three **inferential questions**.

#### Interpretive Questions

The answer comes from how you interpret what is read. Example: Predict what would happen if Will wasn't afraid of Shane.

Write three **interpretive questions**.

#### Response Questions

There is no wrong answer. These are your thoughts and feelings about what you've read. Example: How would you have responded to Shane's taunting if you were Will?

Write three **response questions**.

## PLOT

Use the sidebar activity to help your students come up with various questions based on what they've read. When finished, write the questions on flipchart paper (one per heading). Students will select and answer some from each section.

Another option is to write them on colour-coded recipe cards and draw from the piles periodically for discussion or written responses. Once this has been done as a group, use it as an individual assignment for later chapters.

## CONFLICT

Some conflicts happen throughout the whole story (major conflicts) and other ones (minor conflicts) happen now and then. Identify the conflicts shown in the passage you just read. Use the **Conflict** sheet.

Using the **What's Your Problem?** sheet explore the cause and effect relationship between desire, choice, and consequence. How does the result drive the plot forward?

Discuss the tense points of the story. What makes them tense? Where do they occur in the chapters

### Question teasers...

- *What is the difference between...*
- *Why do you think the author...*
- *What will happen when...*
- *What are some similarities...*
- *What are some differences...*
- *How would you feel if...*
- *How would you react if...*
- *What would you do if...*

## FROM CAROLINE'S POETRY WORKSHOP

Make a box of nouns. Pick two nouns. What analogies can we draw between those two things?

Pick one and write an acrostic poem.

Choose four and write any form of poem using those four words.

Choose one and write rhyming words for it. (Extra points for extra syllables.)

Smell, See, Hear, Touch, Taste, Feel. Make a word bank of descriptive words.

Scars – tell a story in free verse about how you got that scar (fact or fiction).

Mine your memories: In free verse, describe your first pet, your neighbourhood park, your kindergarten class, your bedroom, your favourite memory, your scariest moment.

Look through your photo albums, pick a picture and write a poem about it.

IF Poem– start with what IF scenario – IF dogs could fly, IF everything was chocolate, IF I could read your mind ...and see where it goes.

Create your own anthology – a collection of your favourite poems.

Describe your life 10 or 15 years from now.

*The world is never the same  
once a good poem has been added to it.*

Dylan Thomas

## WHY POETRY?

Why is Will's voice an important part of the novel?

The author says,  
*First person is like being inside the character's head.  
Free verse is like being inside their heart.*

Why did the author have Will speak in free verse poems rather than prose like Katie and Devan?

## SYMBOLISM

What is the main symbol used throughout this novel? Brainstorm a list of problems or conflicts. Discuss what symbols might work in a story or poem about them. (**Paper Bag Presentation** variation: Students bring in symbols they chose and explain why they work.)

Reflect on an emotionally charged event (happy, sad, scared, etc.), what symbol best captures that emotion or event? Expand on the symbol to other include analogies that fit. Use those analogies to write a free verse poem about that event.

See the **Quotes** sheet for examples of metaphors and similes used in the novel. Use them to brainstorm other metaphors that might work as well.

## POETRY COLLECTION

Create a poetry collection based on one or more of the novel's themes such as belonging, friendship, power, courage, peer pressure, bullying, etc. Each group will choose a different theme for its members. Poems may be a variety of rhyming, acrostic, free verse, cinquain, concrete, haiku, etc. or strictly one form depending on what has been covered in class.

## Metaphorical Poem

[Emotion] feels like...

It smells like...

It tastes like...

It sounds like...

It looks like...

[Emotion] is...

# extra writing activities

## PLEDGE

Share the pledge written by other students. Write a class or a personal pledge for anti-bullying.

## SUPER SEQUEL

Plan *Egghead's* sequel.  
What is the title?  
Who are the characters?  
What is the problem?  
Where is the setting?  
Who's POV would you choose?  
What's the same as the first book?  
What's different?  
Write a scene from your sequel.  
Write the sequel's jacket blurb.

## YOUNGER READERS

Bullying affects kids of all ages. Write a story about bullying for kids in Grade 1. Present it in picture book format (a few lines of text on each page); don't forget the illustrations! For a real challenge, try writing a *rhyming* picture book.

## ALTERNATE ENDING

Do you think the story should have ended differently? Write an alternate ending for *Egghead*.

## DELETED SCENE

Not everything makes it to the final novel. Read the DELETED SCENE and then write a "lost

# extension activities

## VISUAL ARTS & MEDIA LITERACY

- Make anti-bullying posters. Come up with some great slogans and designs that promote your message. Post them in your school or your local community centre.
- Write and perform an anti-bullying rap. Be sure to have a catchy beat and a great hook that fans will remember! You might even make a dance up to go with it. Sometimes it's easier to change the words to a tune you know and love.
- Create a mural that conveys your anti-bullying message. Get permission first... otherwise it's just graffiti!
- Design a new cover for the novel.
- Design a poster for the blockbuster hit "Egghead"... if there ever was one.
- Film a trailer for the movie *Egghead*.
- Re-enact a scene from the novel. Act it out or do a radio version.
- Create a novel collage that represents one of the characters or themes in the novel.

Got any great ideas to share?  
Send them to Caroline Pignat at  
[www.carolinepignat.com](http://www.carolinepignat.com)

# bullies, targets and bystanders

In the columns below, list what you know about bullies, targets, and bystanders and what you'd like to learn more about.

I know that...

I wonder about...

**reading response**

**journal**



# character trait sheet

by the author

Name	Shane Duran	Will (William James Reid)	Devan Mitchell	Katie McGillvary
Age	15 – he failed Grade 8 the first time	14	14	14
Physical appearance	Same size and build as Will, more wiry	Same size and build as Shane	Tall, muscular, athletic	Small, petite, almost pixie-like. Unaware she is cute.
Facial features		Blushes easily		Glasses and freckles
Hair colour	Dirty blonde hair with bleached tips - mom is a hairdresser	Blonde hair, short, parted over left ear	Short dark hair, parted in middle,	Shoulder length curly auburn hair, usually in ponytail
Eye colour	Intense dark eyes, very intimidating	Light blue eyes	Light blue eyes	Green
Clothes	Looks like he pulled them from the dirty laundry pile, jeans, t-shirt, running shoes with holes	Turtleneck, v-neck sweater, and cords. He dresses like his dad.	Jeans, rugby shirt untucked	Jeans and t-shirt. She dresses for comfort not style.
Posture <i>Proud, tall, slumped, slouched, shy, fearful, confident, etc</i>	Walks around like he owns the place, thinks he is a big shot	Posture changes when he is being bullied, he slouches as though he was trying to disappear	Strong and confident (but not cocky)	Confident, wiry
Scars <i>What does it look like? How did it get there?</i>	Scar on his lip from where Riley hit him	Scars on his knee from where he fell the day his mom pushed him out of the way and got hit by a car	Scar on his chin from falling off his bike when he was a kid	She has a scar on her arm from where she cut it on the dock at Granny's
In his/her bag <i>If you looked in their bag, what interesting things would you find?</i>	A shard of a bottle, a book of matches, homework that was never done, a letter from the teacher that never got delivered to his mother	A half eaten lunch (he is too nervous to eat at school), a book about ants, an old note his mom stuck in his lunch a long time ago	A ball of plastic wrap, saved from the lunches his mom made. Hockey cards, doodles of cartoons.	Sketch book, school supplies, photos from the farm that she wants to study and draw. A parking pass for the hospital.
Habit	Flicking his hair back	He blushes bright red when he is nervous. He fidgets when he is anxious.		
Basic attitude	Sarcastic, intimidating	He'd rather spend his time with bugs than people	Out for fun. A good guy.	Serious, sensible, responsible.
Self-image <i>What does this person think of himself or herself?</i>	Thinks he is a fun guy, a joker	He knows he is different than most kids. But it doesn't really bother him.	Begins to develop a conscience about the jokes that he and Shane do – feels guilty	Thinks she is different from other girls, but doesn't want to be like them either. Not sure where she fits in.
Dreams of ...	To meet his dad one day	To make his dad proud		For dad to get better
Greatest fear is...	To be alone	Failing—letting his dad down		Change
Worst quality	Temper	He is socially awkward	Inaction, being apathetic	Fearing the future
Best quality	Quick wit	Highly intelligent	Integrity	Compassion
Talented at ...	Leading his group	Anything to do with bugs	Sports, school	Drawing
Really bad at ...	Empathy	Phys ed	Expressing himself	Girly things—make up, etc
Gives first impression of...	Intimidation and authority	Being odd, a bit geeky	A jock	Being too serious
Friends say that he/she is...	Hilarious	Very smart and a loyal friend	A great guy	A wise person
Favourite hobbies	Hanging out	Ant farming	Woodworking	Anything at Granny's farm
Favourite sports	Hockey	Watching cricket with father	Hockey	Skiing
Favourite clothing and why	His hockey jersey	The hat his mom knit for him	Championship game shirt	Her mom's scarf
Favourite hang out	Empty schoolyard	At home in his room	Wherever Shane is	Granny's farm
A secret no one knows	His stepfather hits him	He writes poetry in a diary	He likes to do woodworking	She wishes she was pretty
Favourite saying	<i>Wicked!</i>		<i>Whatever</i>	

# new character

## trait sheet



Character's Name

Age

Physical appearance — Describe how they look.

Facial features—freckles, moles, dimples, glasses, etc

Hair colour

Eye colour

Clothes — How do they dress? Is it important to them?

Posture — Proud, tall, slumped, slouched, shy, fearful, confident, etc

Scars — What does it look like? How did it get there?

If you looked in their bag, what interesting things would you find?

What is their most noticeable gesture? Biting nails, twirling hair, fidgeting, looking away, etc

Basic attitude — Relaxed, irritated, uncomfortable, confident, cocky, shy, etc

Self-image — What does this person think of themselves?

What is their greatest wish?

What are they most afraid of?

Worst quality

Best quality

Talented at ...

Really bad at ...

Gives the first impression of....

Friends say that he/she is...

Favourite hobbies

Favourite books

Favourite sports

Favourite piece of clothing and why

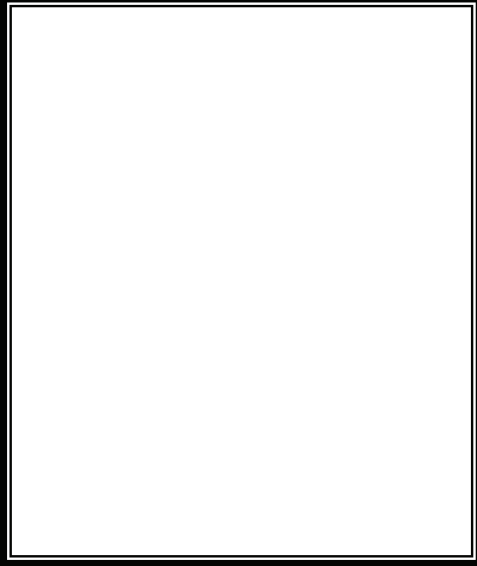
Favourite hang out

Favourite saying



# Introducing...

Name:

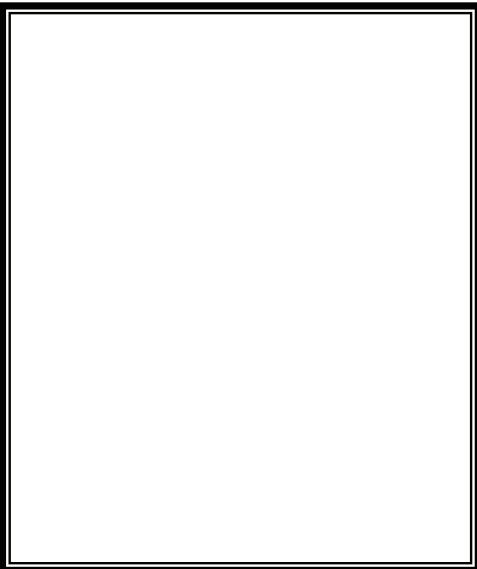


List some facts from your new character trait sheet in this biography.


Describe how this new character might change the story.


# Introducing...

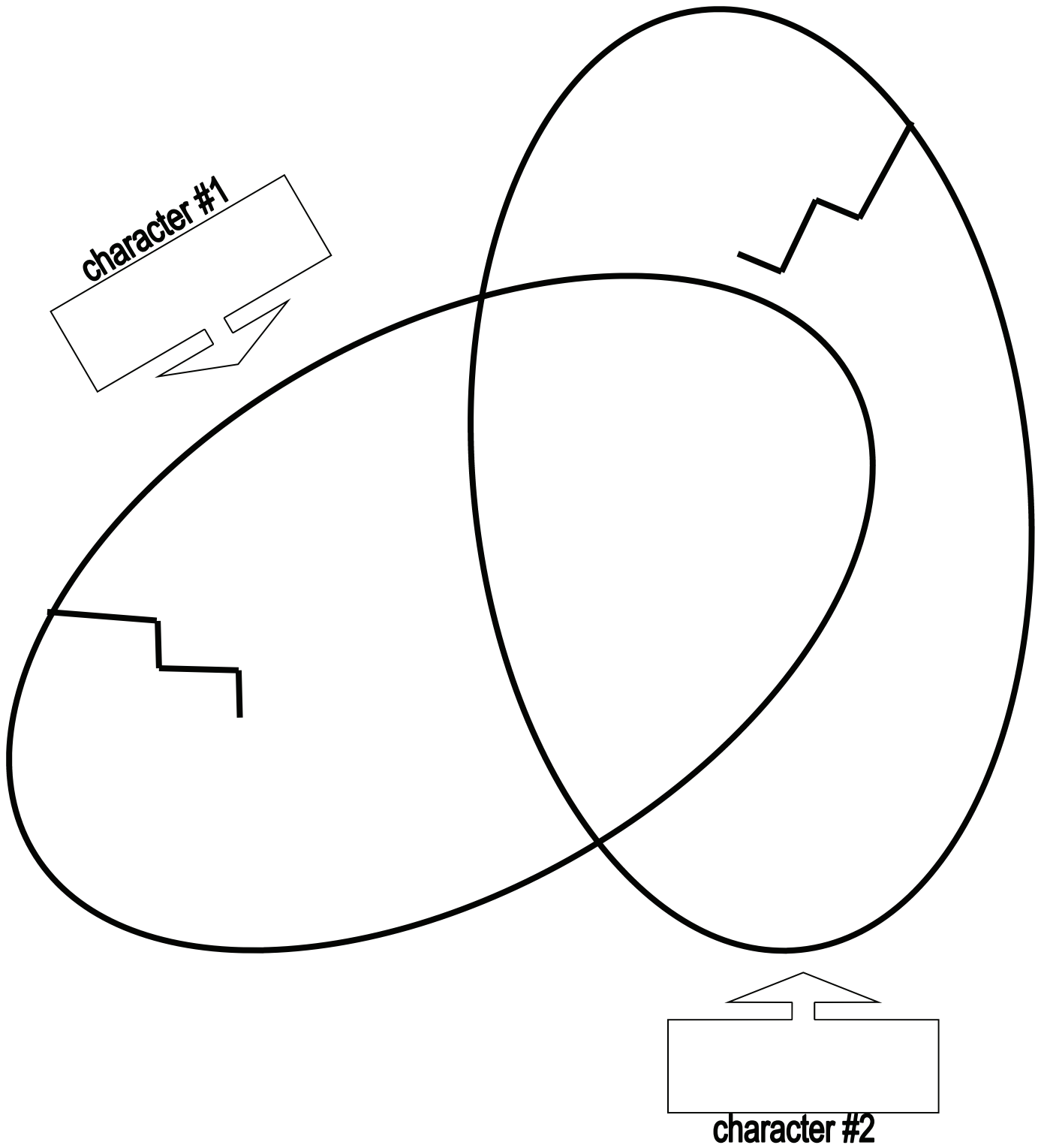
Name:



List some facts from your new character trait sheet in this biography.


Describe how this new character might change the story.


# compare and contrast



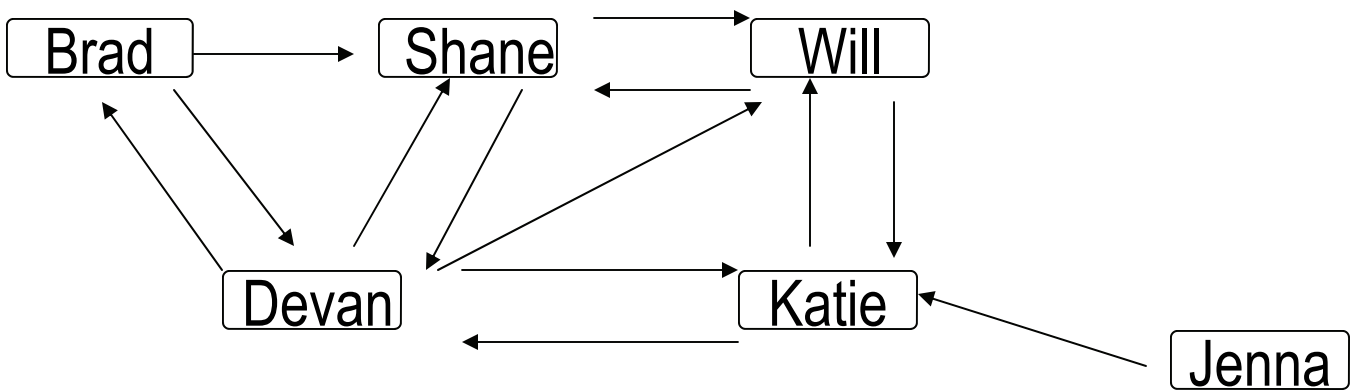
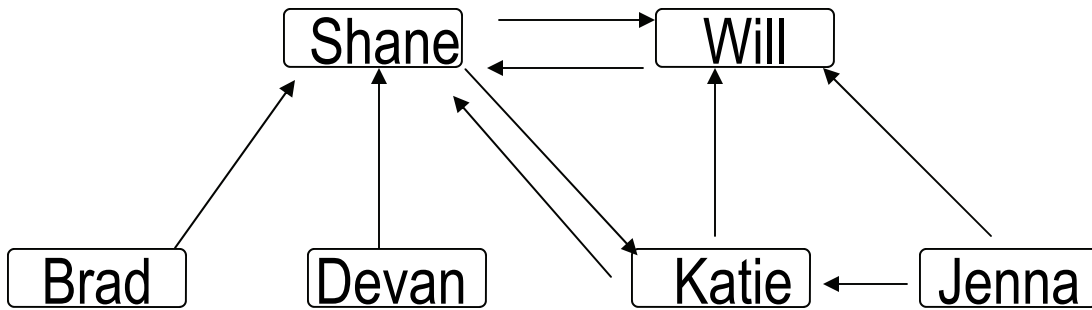
# character

# interactions

At different stages in the novel, use the following chart to explore the characters relationships and how they are changing. The first chart is for early on in the novel. Choose one relationship and write a paragraph describing the dynamic between the two individuals.

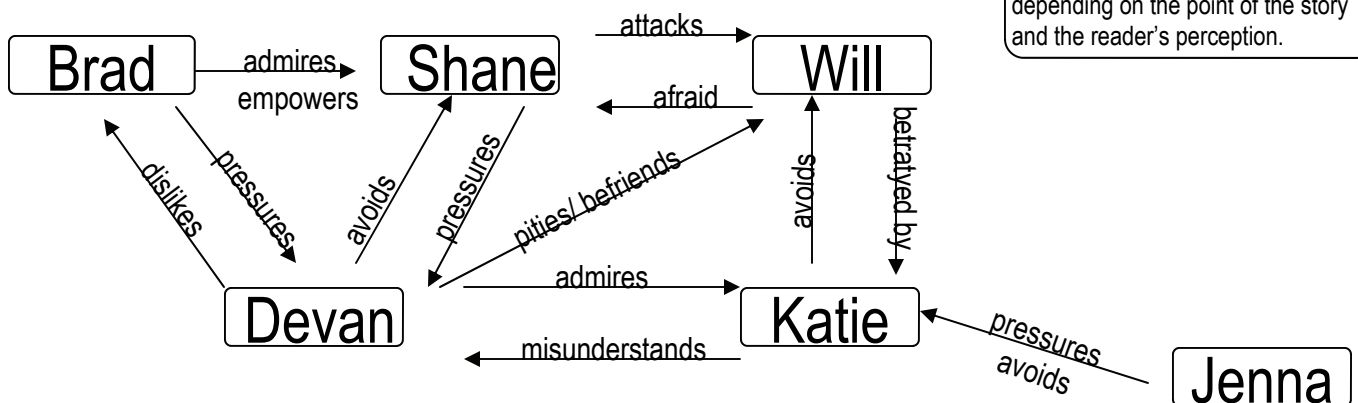
## Word Wall

Defend  
 Attack  
 Peer pressure  
 Empower  
 Admire  
 Intimidate  
 Avoid  
 Dislike  
 Misunderstand  
 Pity  
 Betrayed by  
 Befriend  
 Betray



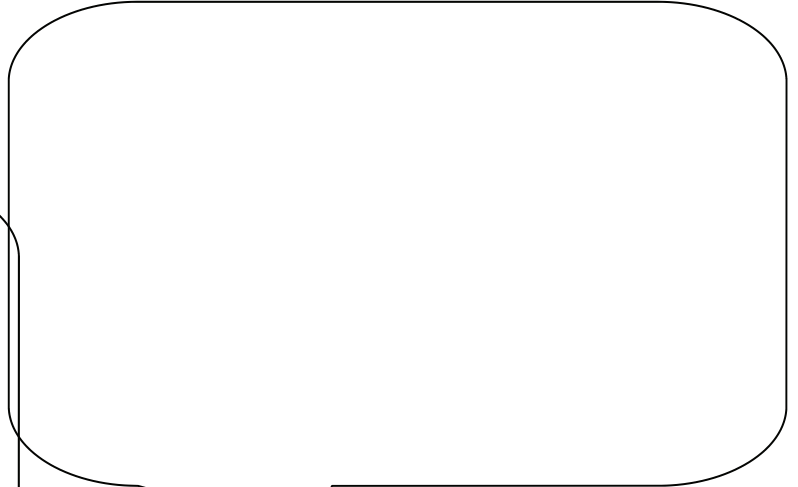
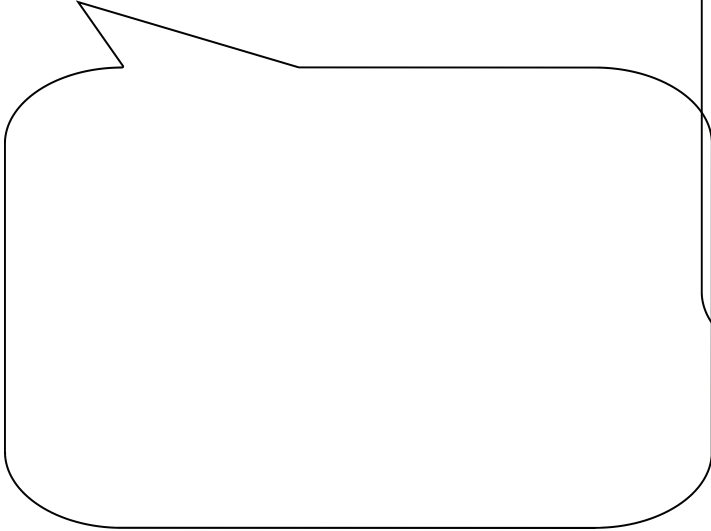
Example:

Note: words chosen may be different depending on the point of the story and the reader's perception.



# point and counterpoint

Describe something a character did, think or felt that you disagreed with. Describe their motivation and their actions.



Explain why you think this was the wrong thing to think, do or... feel.

Think about it... and finish the thought bubbles below.

If I had been the main character in that scene, I would have...

This would have changed the story because...

# conflict

Some conflicts happen throughout the whole story (major conflicts) and other ones (minor conflicts) happen now and then. Identify the conflicts shown in the passage you just read.

Conflict <i>Describe the conflict and which characters are affected by it.</i>	Is the conflict major or minor?	Resolution <i>How was it solved or how do you predict it will be solved?</i>

# what's your problem?

The plot is driven by the characters' desires. The story is kept interesting and suspenseful when the author gives the characters obstacles, forcing them to try new ways to achieve their goals.

<i>Somebody character</i>	<i>Wants character's desire</i>	<i>But obstacle preventing character from getting desire fulfilled</i>	<i>So choice or action made by character in response to obstacle</i>

# the bullying circle

Adapted from *The Bully, The Bullied and the Bystander* p.64



# bullying awareness

survey

Please check one:

I am: Female \_\_\_\_\_ Male \_\_\_\_\_

In grade 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_ 11 \_\_\_\_\_ 12 \_\_\_\_\_

1. I have been bullied at this school. Y \_\_\_\_\_ N \_\_\_\_\_
2. I have been hurt by others because of comments made about my clothes. Y \_\_\_\_\_ N \_\_\_\_\_
3. I have been called names in a non-joking way by peers of the opposite sex. Y \_\_\_\_\_ N \_\_\_\_\_
4. I have been called names in a non-joking way by peers of the same sex. Y \_\_\_\_\_ N \_\_\_\_\_
5. I did something with a group of peers that I wish I didn't. Y \_\_\_\_\_ N \_\_\_\_\_
6. I've teased another student and knew they felt uncomfortable. Y \_\_\_\_\_ N \_\_\_\_\_
7. I feel safe and comfortable at this school. Y \_\_\_\_\_ N \_\_\_\_\_

If the response is YES, check all that apply below:

I feel safe in: the classroom \_\_\_\_\_ the washroom \_\_\_\_\_ the halls \_\_\_\_\_ outside \_\_\_\_\_

8. I have been hurt by comments made about my physical appearance. Y \_\_\_\_\_ N \_\_\_\_\_

9. I have received threats from other students. Y \_\_\_\_\_ N \_\_\_\_\_

If the response is YES, check one:

verbally \_\_\_\_\_ via computer \_\_\_\_\_ physically \_\_\_\_\_

10. I feel like I belong in this school. Y \_\_\_\_\_ N \_\_\_\_\_

11. I feel that I am well liked at this school. Y \_\_\_\_\_ N \_\_\_\_\_

12. I would feel comfortable telling an adult if I felt that I was being bullied. Y \_\_\_\_\_ N \_\_\_\_\_

If the response is YES, check all that apply:

I would report it to a: teacher \_\_\_\_\_ vice-principal \_\_\_\_\_ guidance counselor \_\_\_\_\_ parent \_\_\_\_\_

13. I have seen other students being bullied at school. Y \_\_\_\_\_ N \_\_\_\_\_

14. I have witnessed someone being bullied and reported the incident. Y \_\_\_\_\_ N \_\_\_\_\_

15. I think the staff at my school is proactive to help prevent bullying. Y \_\_\_\_\_ N \_\_\_\_\_

Comments:



*Bullying is a learned behaviour.* Barbara Coloroso

*Bullies learn to be bullies in large part by the way they were treated by bigger or more powerful people in their lives.* Barbara Coloroso

*Peace is active, not passive. Peace is doing, not waiting. Peace like war, must be waged.* Jimmy Carter

*Cowardice asks the question: is it safe? Expediency asks the question: is it politic?*

*Vanity asks the question: is it popular? But conscience asks the question: is it right?*

*And there comes a time when one must take a position that is neither safe, nor politic, nor popular – but one must take it because it's right.* Martin Luther King Jr.

*Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only that ever has.* Margaret Mead

*How long would you stand by?* Caroline Pignat

*Courage is fire, and bullying is smoke.* Benjamin Disraeli

*There are no innocent bystanders.* William Burroughs

*Hatred deforms the hater more than the hated.* St. Augustine

*Four most powerful antidotes to bullying.*

1. *Strong sense of self*

2. *Being a friend*

3. *Having at least one good friend who is there for you through thick and thin*

*being able to get into a group – and get out of one when it does not serve you well.* Barbara Coloroso

*A Pledge*

Days after the shooting at Columbine High School in Littleton, Colorado, a group of Nashville, Tennessee, students invited students throughout the world to sign the following pledge:

*As a part of my community and my school, I WILL:*

*Pledge to be a part of the solution*

*Eliminate taunting from my own behaviour*

*Encourage others to do the same*

*Do my part to make my community a safe place by being more sensitive to others*

*Set the example of a caring individual*

*Eliminate profanity towards others from my language*

*Not let my words or actions hurt others*

*...and if others won't become a part of the solution, I WILL.*

The following is a scene that got cut from the final novel. Read it and discuss what we learn in this scene. Is it shown in other scenes? Do you agree that it was a redundant scene? Would you have cut it? Write your own deleted scene.

As usual, Will stood hunched over his sketch pad covering it with a crooked arm as if to ward off copiers. Though I doubt anyone could copy Will even if they wanted to. They'd have to draw standing up, tongue out, and humming. They'd have to fidget and manage to cover their face in black smudges every time Mr. Cameron gave us a charcoal project. They'd have to cry out "YES!" when they got the shadow just right, or "AHA!" when they'd blended the right skin tone. How Will drew was as entertaining as what he drew. And Will could draw.

Will lost himself in his work. He didn't care what others thought. And in that place, if you're lucky enough to find it, your heart spills onto the page.

"I will be evaluating your self-portrait roughs today," Mr. Cameron said as I took my seat. Will groaned and slumped on his stool. He hated having his work critiqued. I remember he had this huge debate with Mr. Donlan one time over his Stained Glass Window.

"You were supposed to do it like this," Mr. Donlan said showing Will a perfectly trimmed sample with twelve even windows. Each one framed one colour. And the colours even followed a pattern. I'd thought that part up myself.

"I like mine better." Will said. Mr. Donlan looked at the tattered piece like it reeked. The construction paper had two huge holes for windows, like someone (Will) had punched their fist through. Jagged strips of tissue overlapped from one frame to the next. Colours spilled together. The glue showed. What a mess.

"But it should look like this one," Mr. Donlan said, growing impatient. I guess the church had called looking for our decorations for our Confirmation that weekend.

"Isn't art an expression of my creativity?" Will asked.

Mr. Donlan heaved a sigh. He was not in the mood for Will today, any idiot could see that. Will, however, could not. "Well you can stay after school and express your creativity all you want Mr. Reid," Mr. Donlan said crumpling Will's window in a ball. "But I need a window like *this* from *you* today."

Will stared in horror at the scrunched art. He could not have looked more freaked out had Mr. Donlan ripped out his heart and left it crushed on the desk. I guess in a way that was exactly what Mr. Donlan had done. Will slammed his head on the desk and let out a wail. No one moved. Not even Mr. Donlan.

"That's enough Will. Now, please," he said. But Will was gone. I don't think he could stop himself even if he'd wanted. He howled for a solid minute, paused for a breath, and started all over again. Mr. Donlan tried everything to get him to stop. He ordered him. He scolded him. Threatened him with more detentions. He even tried dragging him out of the room. But Will was like a 60lb bean bag, floppy and droopy, and too big to scoop and toss.

By the time the bell rang for us to go home, Will was still bawling in a heap at Mr. Donlan's feet. Even Mr. Donlan looked like he was going to cry.

That weekend at church, I saw Will's Stained Glass Window. It was flattened and torn in places where someone had tried to smooth the wrinkles. Crease marks spread from one tissue to the next like roads on a map. It didn't look anything like the other cookie-cutter crafts we'd made.

Will's was art. And he was right, it *did* look better.

Mr. Cameron has a studio at home. He does pottery. He wears strange things with beads and fringe and what little hair he has is in a ponytail. I could tell just by looking at him that Mr. Cameron knows a thing or two about art. But Mr. Cameron, like all of our new educators, knew *nothing* about Will.

Will approach Mr. Cameron's desk with his portrait roughs clutched to his chest, I knew just how he felt.

Mr. Cameron examined Will's sketch then slammed the desk. "Brilliant!" he said holding up Will's drawing. "Everyone, look here. Notice how he uses spheres and blocks, roughing in the basic shapes?" Mr. Cameron carved the air in front of the picture with his free hand. He seemed quite pleased that a student of his could draw like that. As if he was responsible.

"You see, he didn't waste time with the finicky bits... like buttons, or hair... he got the basic shapes first. If the foundation is wrong, the whole picture will be off no matter how nicely you can draw your hockey shirt logo." He emphasized the last bit and eyeballed the rowdy boys at Shane's back table.

"Yes... yes..." he said proudly, "Mr. uh- *Reid* has got it." Implying quite clearly that others had not.

Will's face, red as his turtleneck, glowed through the part in his blonde hair like the mercury rising in a thermometer. He fidgeted around as Mr. Cameron spoke, desperately trying to avoid eye contact with anyone. The only thing worse than being reprimanded in Grade 8 was being praised in Grade 9. Didn't Mr. Cameron know anything?

"How come it looks like an egg?" Shane's voice called out from the back. "His head, I mean."

Mr. Cameron looked at the sketch. He didn't seem to notice that Shane was just stringing him along. All the guys at his table sniggered. Mr. Cameron looked thoughtfully at the oblong sphere on the page and then at Will.

"Well," he said holding the page next to Will's red face, "If you compare it to the subject you can see how the artist has captured the flow of the line." He took his pencil and drew in three horizontal curves. "See, here would be the eyes...nose... mouth." He squinted at Will and the page.

"So you're saying he has an egg head," Shane said. If I didn't know him, I might've thought he really was actually interested in what the teacher was saying. He sounded so sincere. Someone in the corner snorted.

Mr. Cameron pinned the paper to the easel. With his fingertips on Will's chin and crown he gently tilted Will's head to help the class see the shape. By now the very tips of Will's ears were pink. Chuckles rustled round the room.

"Notice how the full crown comes to a pointed chin. Definitely egg-shaped," Mr. Cameron declared. The class laughed. Will looked like he was about to explode when *finally* Mr. Cameron let him go and handed him his portrait. "Good work, Will." He smiled as if he had given Will a great compliment.

I have to admit, Will's head did look like an egg. But as I looked around the art room from group to group, I saw that everyone's did. Some were rounder, fatter, longer, but not all that different from Will's. But I knew, every one of those egg-shaped heads was thinking the same thing. *Am I ever glad I'm not Will.*

Maybe he didn't know, maybe he didn't care, but Mr. Cameron had done more than highlight Will's artistic skills that day. He'd singled him out. Helped name him forever.

1. On the first day of school Will watches
  - a. an ant.
  - b. Katie.
  - c. Shane.
  - d. the Sens play.
2. Katie explains the weird things Will has done. Which one is not mentioned?
  - a. shoves raisins up his nose.
  - b. catches lice on purpose.
  - c. drinks coke and eats Pop Rocks.
  - d. licks a metal fence in winter.
3. Katie thinks Will is
  - a. crazy.
  - b. psychotic.
  - c. fantastic.
  - d. odd but interesting.
4. Katie's friend's name is
  - a. Jenna.
  - b. Jenny.
  - c. Jemma.
  - d. Joanna.
5. Katie's father has
  - a. cancer.
  - b. arachnophobia.
  - c. cholera.
  - d. allergies.
6. Shane teases Martin about his
  - a. bad haircut.
  - b. big ears.
  - c. stinky breath.
  - d. school bag.
7. Martin's sandwich is
  - a. peanut butter.
  - b. egg salad.
  - c. tuna.
  - d. ham.
8. Shane upsets Will by
  - a. taking his lunch.
  - b. pushing him over.
  - c. pinching his cheeks.
  - d. squashing a bug.
9. When Shane taunts Will, suddenly
  - a. Jenna faints.
  - b. Katie steps in.
  - c. a teacher intervenes.
  - d. Devan takes over.
10. Shane's friends are
  - a. Devan and Chad.
  - b. Deb and Brad.
  - c. Devan and Brad.
  - d. Darwin and Bud.

Answer Key: 1a, 2c, 3d, 4a, 5a, 6d, 7c, 8d, 9b, 10c

1. The kids call Will names in gym because he
  - a. can't dribble a ball.
  - b. has a hole in his shorts.
  - c. can't climb the rope.
  - d. trips and falls.
2. The gym uniform is
  - a. red.
  - b. blue.
  - c. purple.
  - d. tartan.
3. On Shane's back Devan notices a
  - a. spider.
  - b. a tattoo.
  - c. few large bruises.
  - d. wicked huge pimple.
4. The boys shove Will out wearing his
  - a. underwear, hat, and socks.
  - b. socks, underwear, and a turtleneck dickie
  - c. underwear, shirt, and one sock.
  - d. underwear, socks and a smile.
5. Devan's sister has a bunny called
  - a. Louie.
  - b. Lulu.
  - c. Luanne.
  - d. Bugs.
6. Katie usually handles Will's "tantrums" by
  - a. ignoring him for a while.
  - b. giving him a time out.
  - c. telling the teacher.
  - d. slapping him.
7. Katie thinks the door is locked but
  - a. Will is pushing on a pull door.
  - b. the guys are holding it shut inside.
  - c. Will is too weak to open it.
  - d. she's right. It's locked.
8. Will ends up wearing Katie's
  - a. shoes.
  - b. shirt.
  - c. shorts.
  - d. sweater.
9. Just they go to Mr. Spence's office, Will
  - a. gives a Tarzan yell.
  - b. hides in a locker.
  - c. wets himself.
  - d. sobs uncontrollably.
10. Will's underwear was
  - a. washed with one red sock.
  - b. washed by the Red Sox.
  - c. pink when he bought them.
  - d. really a Pull up.

Answer Key: 1c, 2c, 3c, 4b, 5b, 6a, 7b, 8c, 9c, 10a

1. In the stairwell, Paulo tells the guys
  - a. Will's mother died.
  - b. to leave Will alone.
  - c. today's special is meatballs.
  - d. he has pink underwear on, too.
2. Devan thinks that Katie is
  - a. crazy as a loon.
  - b. cute as a kitten.
  - c. wily as a fox.
  - d. grumpy as a bear.
3. Will doesn't tell Mr. Spence names because
  - a. it's none of his business.
  - b. Will doesn't know their names.
  - c. it will end here if he doesn't say anything.
  - d. it's classified information.
4. Will's father is a
  - a. Banker.
  - b. Lawyer.
  - c. Professor.
  - d. Pro Football player.
5. By the end of the day the rumour is that Will
  - a. wears a pink thong.
  - b. can read minds.
  - c. beat the snot out of Shane.
  - d. chugged a cup of gravy.
6. Will's Grade 8 teacher was
  - a. Mr. Spence.
  - b. Mr. Dalton.
  - c. Mr. Donlan.
  - d. Mr. Doolan.
7. Shane starts the tradition of
  - a. wearing shirts backwards.
  - b. skipping math class.
  - c. hanging underwear on Will's locker.
  - d. writing graffiti on lockers.
8. What is in Mr. Spence's pocket?
  - a. lint.
  - b. underwear.
  - c. socks.
  - d. hankie.
9. Katie is very talented at
  - a. Origami.
  - b. drawing.
  - c. flower arranging.
  - d. breakdancing.
10. Katie's grandmother's farm is called
  - a. Eastside.
  - b. Bayside.
  - c. Seaside.
  - d. Brayside.

Answer Key: 1a, 2b, 3c, 4c, 5a, 6c, 7c, 8b, 9b 10d

1. In her self portrait, Katie is sitting
  - a. on a fence.
  - b. on a horse.
  - c. on the dock.
  - d. on Santa's knee.
2. Devan tells her that things look
  - a. fat.
  - b. flat.
  - c. blurry.
  - d. furry.
3. Katie is hurt by his comment and
  - a. pummels him.
  - b. calls him a goof before running away.
  - c. asks if he can do any better.
  - d. pokes him in the eye.
4. Devan was really critiquing her
  - a. hairstyle.
  - b. fence's perspective.
  - c. use of a #2 pencil.
  - d. complete lack of talent.
5. Inside the worm, Katie finds
  - a. aortic arches.
  - b. ants.
  - c. alien life forms.
  - d. an appendix.
6. During science class, Devan asks Katie to
  - a. pass the salt.
  - b. stop staring at him.
  - c. take it easy.
  - d. be his partner.
7. To intimidate Katie, Shane
  - a. growls.
  - b. writes a threatening letter.
  - c. locks her in a locker.
  - d. follows her down the hall.
8. Which one is not a strategy suggested by Mr. Spence?
  - a. report all incidents.
  - b. avoid the antagonist.
  - c. retaliate.
  - d. use humour.
9. Will and Katie's Science Fair Project is on
  - a. aunts.
  - b. worms.
  - c. lice.
  - d. ants.
10. They are giving judges a front row seat to
  - a. animorphosis
  - b. metamorphosis.
  - c. Mephistopheles.
  - d. Metallica.

Answer Key: 1a, 2b, 3c, 4b, 5a, 6d, 7d, 8c, 9d 10b

1. Shane's and Devan's Science Project is on
  - a. animation.
  - b. animaniacs.
  - c. amoebas.
  - d. anthropology.
2. Shane decides to
  - a. make a title page.
  - b. build a model.
  - c. watch cartoons.
  - d. let Dev do the work.
3. Jenna does not accuse Katie of
  - a. seeing Will in his underwear.
  - b. going on a date with Will.
  - c. standing up for Will.
  - d. crushing on Will.
4. Jenna is most worried about
  - a. how her hair looks.
  - b. studying for the test.
  - c. what others think.
  - d. global warming.
5. Jenna will not be friends with Katie if Katie
  - a. is targeted by Shane.
  - b. won't be her Science Fair partner.
  - c. doesn't invite her to her party.
  - d. is friends with Will.
6. Will tells Katie he found
  - a. Professor Plum in the library.
  - b. Colonel Mustard in the lavatory.
  - c. Scarlett in the dining room.
  - d. Mrs. White in the attic.
7. Devan comes to accept that Egghead is weird, but
  - a. he has great fashion sense.
  - b. he does his fair share of group work.
  - c. at least he isn't violent.
  - d. at least he isn't trying to hang out with Dev.
8. Riley is
  - a. Devan's father.
  - b. Mr. Spence's first name.
  - c. Shane's mom's boyfriend.
  - d. Shane's dog.
9. Devan thinks Shane is smart because
  - a. Brad is dumb.
  - b. Shane survives his everyday life.
  - c. Shane can find the square root of pi.
  - d. Shane has a high I.Q.
10. "Good for nothing little..." Shane sounds like
  - a. Egghead.
  - b. Devan.
  - c. Riley.
  - d. Spence.

Answer Key: 1a, 2d, 3d, 4c, 5d, 6b, 7b, 8c, 9b 10c



## The First Day 9-10

What is Will literally writing about? What else could it represent?

**Journal reflection** - How did you feel on your first day at a new school?

## Katie 11-13

What weird things has Will done in the past?

What does Katie think of Will?

What do we learn about Katie's family?

We get to know characters by their words and actions and by how others react to them. What do we know about Shane and Martin when we first meet them in chapter one? How do we know that?

## Devan 14-16

Compare Devan's perception of Shane with Katie's perception of Shane.

How does Devan see Shane's interaction with Martin?

What does Shane do that upsets Will?

## Katie 17-18

*I took a step back. Just a little one. Hardly noticeable to anyone else. But somehow that couple of inches told Shane all he needed to know. His mouth slithered into a cold smile.*

What does Katie's little step back tell Shane?

Where is Katie in the circle of bullying at the start of the scene?

Where is she near the end?

## The Rope 19-20

What does this poem tell us about Will? What has rope climbing taught Will?

**Journal reflection** - Using prose or poetry describe a time when you felt frustrated by an activity you couldn't master.

## Devan 21-23

What does Devan notice about Shane?

*He's shaking, all twitchy and terrified like my sister's bunny, Lulu.... I don't know what Egghead's problem is. We aren't even touching him.*

What does this statement tell us about Egghead? What does it tell us about Devan?

What is Egghead wearing when he gets thrown out of the change room?

Where is Devan in the circle of bullying? Where is Shane? Where is Will?

## **Katie 24-26**

Based on what Katie tells us, this isn't Will's first time freaking out. How did Katie usually handle his "tantrums" and why is this time different?

Katie thinks he's locked himself out. Why is the door stuck?

What happens at the lockers?

## **One Red Sock 27-28**

What does one red sock have to do with Will's experience that day?

## **Devan 29-30**

What information does Paulo share? How does Devan react to this?

Devan talks about Katie at the end of this section. What does he think about her?

## **Katie 31-34**

Why doesn't Will tell Mr. Spence what happened?

Describe Professor Reid. Include both a physical description as well as a description of his attitude and how he relates with Will.

At the end of the section, what is the rumour around St. Pat's High?  
Why is Katie famous, too?

**Journal reflection**—Rumours and gossip often start with a tiny spark of truth but soon get blown out of proportion as they spread like wildfire. Describe a time you've seen that happen.

## **Educator's Manual 35**

*And there is  
no educator's manual  
on me.*

An educator's manual has all the answers and how-to's. If you were to write a manual on you what information would you include? What are the best ways to keep you inspired and interested? How do you best learn by seeing, hearing, talking, reading, doing, or exploring on your own? What are your interests?

## **Devan 36-38**

What "new tradition" did Shane start?

What is in Spence's pocket?

What is Katie's talent?

What are her illustrations of?

**Katie 39-41**

Why is Katie embarrassed to have Devan staring at her drawing?  
What critique does Devan give her?  
How does she react?

**Devan 42-46**

Katie thought Devan meant she was flat chested, what was he actually talking about?  
Describe the dynamic of how Devan's group works during the worm dissection.  
Why does Devan ask her to be his partner?  
What does she say and why?

**Katie 47-49**

Why does Katie believe Devan asked her to be his partner for the Science Fair?  
What does Shane do to intimidate Katie and how does she react?  
List the strategies Mr. Spence tells Will to use and explain why they weren't working for Will.  
Why does Katie feel like she's just a name and number on a list?  
Why does Will think they will win the Science Fair?

**Devan 50-51**

How does Shane react when Devan says that Katie was incubating larvae and extending on that project with the colony? What does this tell us about Shane?  
What does Shane call their animation project?  
How did they divide the work for the project?

**Katie 52-55**

Jenna accuses Katie of acting like Will's girlfriend. List the evidence she gives.  
If Jenna doesn't believe Katie is Will's girlfriend, why is she so concerned?

**Journal reflection**—*Once everyone believes it – well, it might as well be true.*  
Do you agree with this statement? Why or why not?

**Journal reflection**—*Maybe it is better not to know what you are missing.*

Katie and Will have both lost their mothers, but Will knew his mother. Is it better to have loved and lost than to never have loved at all?

Katie starts to worry Jenna is right about spending too much time with Will. What happens to change her mind?

**Ant Farm 56-57**

Who does Will think might be watching and smiling?  
Who do the ants trying to connect with each other represent?

## **Devan 58-60**

Why does Devan sarcastically refer to it as “our” project?  
What new appreciation does he realize about Egghead?  
What do we learn about Shane’s home life in this section?

*He might have failed Grade 8 once, but Shane is the smartest guy I know.*  
Why does Devan think Shane is smart? In what way?

What upset Riley?  
List the possible victims Devan thinks could have ratted on Shane.  
How does Devan justify tossing the kid in the dumpster and starting the food fight?  
Who does Shane think ratted him out?  
Who does Shane sound like at the end of the scene on p. 60?

## **Katie 61-63**

Why does Katie think Jenna is Science Fair partners with Isabella Montana?  
Although they still are working on the project together Katie decides to avoid Will at school, just so no one would take it the wrong way. What does this tell us about Katie?

Katie tries to leave as Shane chokes Will. She tries to believe it has nothing to do with her. Why does she end up going back? How does she act?

## **The Samurai Ant 64-65**

What are the Samurai Ant’s abilities?  
What is it incapable of doing?  
Why is it too bad that the other ants don’t know?

In the bullying circle, who is the Samurai Ant? Who are “the other ants”?

## **Devan 66-68**

Why does Devan grab Katie?  
How does Katie react?  
What diffuses the tense situation?

*Egghead has no idea how much pain that little dickie prevented.  
And I don’t just mean for him.*

What other pain is Devan talking about?

## **Katie 69-70**

How has Katie’s opinion of Devan changed?  
What vandalism has been happening in the science lab?

## Devan 71-75

Who is singing *Oh Canada*?

How is the singing interrupted?

Why does Brad smile when he taps the ant farm?

For the first time, Will fights back. What inspires him to act and what does he do?

What does Shane do to Will?

*"Geez, do I sound that lame?"* What does this thought tell us about Devan?

After looking for Shane all morning, why does Devan not want to be seen now?

What do Shane and Brad do to the ant farm?

When was this foreshadowed?

*Why didn't you do something?* Both Brad and Will ask Devan this with their eyes.

What were each of them asking him to do?

Why doesn't Devan have an answer for either of them?

Where is Devan in the circle of bullying?

## No Difference 76

What is the message of this poem?

## Katie 77-80

After finding Will among the debris Katie asks who was responsible. What reasons does she think other kids had for targeting Will?

Katie starts to lay some blame on Will. Why?

What is the difference between ratting and reporting?

Why does Katie go against her better judgment and not tell?

## Devan 81-84

Why does Devan compare himself to a kaleidoscope?

What is Devan's nickname for his sister, Emily?

What does Devan tell us about his sister?

Why does Devan feel guilty?

*Funny how something little can make such a big difference.*

What makes a big difference? For whom?

**Journal reflection:** Describe a time when you saw a small act make a big difference.

## Salty Peas 85-86

*I eat my cold salty peas in silence,  
just the way he likes it.*

What is the significance of the salty peas?

## **Katie 87-90**

What makes Katie think her father is in worse shape than before?

Katie is wise for her age, but still overwhelmed by her thoughts. She is afraid of change. What possible changes upset her most?

**Journal reflection:** *Wanting something doesn't make it true.*

Katie feels powerless against all the obstacles in her life. To make her father proud of her. To protect Will. To save the ants. To wish her father well again.

Discuss what is in our circle of concern and what is in our circle of influence. (Covey)

## **Devan 91-93**

*"Yeah, I get it. But it's not funny anymore."*

What does this simple statement tell us about Devan?

Devan calls Egghead by his real name for the first time. Why is that important?

*We all have our problems, right?*

What comes to mind for Devan? What comes to mind for Katie?

## **Katie 94-97**

How does Isabella taunt Katie?

Who cuts Katie's hair?

What does she tell Katie about Shane?

How does Granny help Katie feel better about herself?

## **Devan 98-100**

Why does he have to wear a shirt with rolled up sleeves?

## **Katie 101-103**

What does Isabella tell Jenna?

Who does Mike actually ask to dance?

How does Katie react?

How does Katie feel when she first sees Devan and thinks he's going to ask her to dance?

When she sees him walk past to the washroom, how does she feel?

## **Devan 104-105**

What was Devan's real reason for heading over?

Why is he sort of relieved he didn't ask her to dance?

What does Devan assume as he watches Katie dance with Will?

## **Katie 106-107**

**Journal reflection:** Is being pretty the same as being beautiful?

## **Katie 108-109**

Why is Katie embarrassed to dance with Will?

How does Will react to the chanting crowd?

How does Katie react?

What does Katie blurt into the microphone?

What three reactions does she see in Will's eyes?

What does Katie realize as she pushes through the crowd?

## **Katie Part II—110-111**

Compare this poem with the first *Katie* poem. How is the tone different?

Who does the queen ant represent?

Who does the smallest egg represent?

What is Will's distressing realization?

## **Devan 112-114**

What caused Devan to have sympathy for Egghead?

*She seems more hurt by Shane's words than Riley's fist.*

What has Devan learned from observing Shane and his mother?

Devan knows Shane loves his mother. Why does he think Shane talks to her that way?

## **Katie 115-116**

What did the Christmas tree look like?

Katie broke something more valuable than Will's ant farm. What was it?

How is this Christmas different for Katie compared to last Christmas?

## **Devan 117-118**

Why are Devan, Shane and Brad at the end of the line?

Shane gives Devan a snowball and a challenge. How does Devan react?

Why is Shane glad to see Devan give Brad a snow job?

It is a two-man lift. Why doesn't Devan mind being the odd man out?

## **Katie 119-120**

How did Katie's father meet her mother?

Why is Devan relieved to find out that Katie didn't know what happened to the ant farm?

## **Devan 121-122**

Devan mentions the tape burn on Will's face. What does that reveal to Katie?

What happens at the top of the chairlift?

## **Katie 123-125**

What item does Shane use to taunt Egghead?

Why is it so important to Will?

Why does Shane stare at Devan in total shock?

When Devan tells Will Devil's Hill is not for beginners he is telling him out of concern for Will's safety. How does Will hear it?

Shane dares Will to get the hat. What two additional offers does he add?

What does Katie want to tell everyone?

Why doesn't Katie say something when everyone looks at her?

Where is Katie in the circle of bullying?

## **The Peak 126-127**

What is "fight or flight"?

Will talks of his fears. He is afraid of doing something, but more afraid of doing nothing. What does that mean?

## **Devan 128-130**

What happens to Egghead when he skis down Devil's Hill?

Describe what he looks like when Katie reaches him.

What does Katie do when she arrives on the scene of the accident?

What does Devan do when he arrives on the scene of the accident?

## **Katie 131**

In her anger, Katie tells Shane, Brad and Devan that they owe Will ten dollars. What does she really think they owe him?

## **Devan 132-133**

Initially, Devan wants to deny Katie's accusations. He knows he didn't do anything. It was all Shane. Why does Devan agree with Katie in the end and admit he owes Will?

How does Devan's feeling about ambulances change?

As the ambulance leaves, a strange look flickers across Shane's face. What do you think it was?

How does Shane deal with that emotion?

How does Devan react?

## **Katie 134-136**

What happened to Will as a result of the skiing accident?

Even though Katie doesn't speak to Will while she visits, what do her visits tell us about her concern for her friend?

What do we learn about Professor Reid in this scene?

What is the one thing Katie thinks Will has to come back for?

When she finally does speak to him, what does she tell him?



**Mom 137-138**

What does this poem tell us about Will's experience while in the coma?

**Journal reflection:** The last line his mother says is the same as what Katie is telling him. Do you think he is dreaming or has he seen his mother?

**Devan 139-140**

Devan knows things are different, he's different. In what ways?

**Katie 141-143**

Why is Jenna's attention a surprise to Katie?

Is Jenna asking about Will out of concern or from some other motivation?

What does Jenna tell us about the accident that killed Will's mother?

What line has Katie crossed with Jenna?

Why hasn't Katie been to see Will since he woke up?

**Devan 144-146**

Why isn't Mme. Latour on duty in the hall?

Why does Shane's premeditated actions concern Devan?

How does Shane test Devan's loyalty?

Why does Devan think he passed the test?

**Katie 147-148**

Why is Shane so angry at Katie?

**Devan 149-152**

Who got caught for the worm jar incident?

When Devan walks away, what does that action tell Shane?

What does Aunt Maureen ask Devan to do?

Who is in room 242?

Of all the things he sees, why do Will's eyes hit Devan the hardest?

What does Will imply to Devan while they are talking about butterflies?

**Trophallaxis 153**

What is the definition of trophallaxis?

How is this relevant to Will?

What nourishment does Devan provide?

**Katie 154-156**

Why is Katie cleaning the aquarium?

How is she sounding like Will?

When Shane backs Katie up against the tank what does she suddenly realize?

**Devan 157-159**

When the crowd gathers around Devan and Shane, what is different about how they react to Shane's actions?

*Only trash would hurt a girl?* Why do Riley's words affect Shane so strongly?

**Katie 160-161**

What gets smashed during the fight?

Devan tries to squeeze an apology out of Shane not just for Katie, but for Shane, too.

Why is it so important?

What does Brad do at the end of the fight?

**Devan 162-164**

What punishment does Brad get?

What is different about Shane when he leaves Spence's office?

Why does Devan get a two-day suspension?

**Katie 165-166**

Why isn't Katie too worried about seeing Shane again?

Why does Katie go to see Will now?

What happened to Will?

What is the difference between guilt and regret?

**Journal reflection**—Describe a time when you felt guilt or regret.

**Katie 169-171**

What does Devan apologize for to Katie?

When he sees her crying what does he assume?

What news shocks Katie?

What does Devan give Katie from Will?

**Metamorphosis 171-172**

What is Will's message to Katie and to all of us in this poem?

**Journal reflection:** How is each end really a new beginning? Describe something that was both an ending and a new beginning for you? What feelings did you have at the time?

**Devan 173**

As well as the dinner gift certificate, what gift has Will given Devan?

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☀ **Walking on Glass**—Alma Fullerton



about  
the author

**caroline pignat** was born in Dublin, Ireland and raised in Ottawa, Canada. After graduating from Ottawa University with a Bachelor of Arts in English and a Bachelor of Education, she taught elementary school for a few years.

Her articles, poetry, and fiction appear in numerous magazines and websites and she is a regular contributor to *Living Faith for Kids*. *Egghead* is her first novel.

Caroline received consecutive Canada Council for the Arts writing grants these past two years to write her upcoming young adult novels: *Greener Grass* and *Wild Geese* which are historical fiction set in Ireland and Canada in 1847.

For more info or to contact Caroline visit  
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