

New Kid
Discussion Guide
Grade Levels 3-7

Before Reading: to activate schema, build background knowledge, and set a purpose.

- Think about a time in which you were a New Kid, it can be new to a sport, activity, club, or school. What feelings did you have about this experience? What was it like to make new friends? How did this affect you?
- At the beginning of each chapter heading of *New Kid*, a pop culture reference features the characters. See if you can figure out what films or other books each chapter heading is referring to.
- Frontload vocabulary (see vocabulary list)

During Reading: to engage students, check for understanding, and make connections.

- How does Mom's impression of the new school differ from Jordan's? (ch.1)
- Why do Deandre and his sidekicks, Winston and Eric call Maury, Maury-O? What does this nickname mean? (ch. 2)
- Describe the diversity Jordan finds at his new school? (ch. 3)
- Jordan states that when he rides the bus to school he has to be like a chameleon. What does this simile mean? Explain. (ch. 4)
- Who are the "Three Horsemen of the Apocalypse"? Infer why this name might fit them. (ch. 4)
- What does Jordan mean when he says, "we were beaten like a bunch of eggs"? (ch. 5)
- Drew doesn't want to worry his grandmother about how he feels about school. Why does he not want to bother her and what bothers him about school? (ch. 6)
- Gran'Pa makes a comparison to General Tso's chicken and pepper steak? Who is Gran'Pa referring to by this comparison? (ch. 7)
- Explain why the book that Miss Brickner gave to Drew was ironic? (ch. 8)
- What are some differences between Kirk and Jordan's schools? (ch. 9)
- Why is Jordan uncomfortable around Alex? (ch. 10)
- Why did Headmaster Hansen ask the Collins family to leave the school? Do you believe that the school was right in dismissing the family? (ch. 11)
- Why did the other students begin telling on Andy when the teacher thought Drew was at fault? (ch. 12)

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- Ms. Rawle thinks Jordan’s sketchbook is a polemic against everything. What does polemic mean? Do you agree with Ms. Rawle or do you believe Jordan? (ch. 13)
- What was meant by the statement, “Ashley was off to pollinate her flowers with her own sweet, sweet, brand of gossip”? (ch. 14)
- Jordan’s character changes at the end of the novel in several ways. What changes occurred? (ch. 14)

After Reading: to summarize, question, and reflect.

- The Influences on Character*: Consider all the influences on the character - the problem(s) the character is facing, the other characters with who he or she comes in contact, and the setting of the story. Notice how the character interacts and reacts to these different forces. What effect(s) do characters, setting, and problems have on how the character acts earlier and later in the story?
- Figurative Language Chart: The author uses many types of figurative language to describe different scenarios throughout the story. Find some of the figurative languages, describe the type in which it is, and then describe how it relates to the story and what the author’s intentions were for using them.
- Micro-/Meso-/Macro Environment Systems: Levels of Setting*: Notice the name and the aspects of a character’s environment. This may be based on information the author has given you, or on what you can infer based on text details. Then, think about which of these is important based on the conflicts that the character is experiencing.

If your students enjoyed this book...

- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more about the topic by reading other books with similar themes, structure, characters, or content.