

# No Talking

By Andrew Clements

**Contributed by:** Kelsee Gilleylen

## **Library of Congress Summary:**

The noisy fifth-grade boys of Laketon Elementary School challenge the equally loud fifth-grade girls to a “no-talking” contest.

## **Book Information:**

Time Period: Contemporary

Setting Location: 5<sup>th</sup> grade

Genre: Contemporary Fiction

Curriculum Ties: Behavior

## **Booktalk:**

<http://www.mackinbooktalk.com/viewbook.aspx?BookId=903>

## **Author Information**

<http://www.andrewclements.com/>

This website includes a biography, bibliography, and some examples of Mr. Clements’ writing and drawing talents.

## **Illustrator Information**

<http://markelliott.artroof.com/>; samples of the artist’s work

# Chapter 1

## Questions:

1. How would you give a presentation if you weren't able to talk?
2. On page 2, with Dave's coughing spasm, do you think this would be an effective strategy to get out of the presentation?
3. What do you think the word "zipped" might mean in application to the book, since it's called No Talking?
4. From the book title, what do you foreshadow happening in the story?

## Journal Topic:

What do you think the word "zipped" might mean in application to the book, since it's called No Talking?

## Vocabulary:

Clam Up (pg. 2): refuse to talk or stop talking; fall silent

# Chapter 2

## Questions:

1. Who is Gandhi?
2. What does Gandhi have to do with not talking?
3. How can we apply some of Gandhi's theories to our own lives?

## Journal Topic

When Dave wonders about not talking for a day, he considers if it will make him smarter, help him understand fractions, or understand about adverbs. What questions would you ponder?

## Vocabulary

Divide (pg. 6): separate into parts or portions

## Chapter 3

### Questions:

1. How many of you think boys talk more than girls?
2. Like Dave, how many of you have ever said something you wish you didn't say?
3. What previous knowledge about boys and girls would you make think one would talk more than the other?
4. Does the fact that you are a boy or girl affect the answer you're giving? (ex. If you're a boy, would you say that a girl talked more?)

### Journal Writing:

Dave lists a list of his interests. What are your interests?

### Vocabulary

Hacksaw (pg. 12): saw used with one hand for cutting metal

## Chapter 4

### Questions:

1. The paragraph on page 19 says that fifth graders use words like "dumb" or "gross" or "immature" or "annoying." Do you use those words?
2. Do you still believe that boys and girls have "cooties?"
3. How will "cooties" affect your relationship with the opposite sex?

### Vocabulary:

Zero Tolerance (pg. 19): practice of not putting up with undesirable behavior

## Chapter 5

### Questions:

1. What are some ways you would try to prove that boys talk more than girls, or girls talk more than boys?
2. With this contest, what are some possible rules that will be put into effect?
3. Have you ever been in a contest between boys and girls? What were some of the types of contests and rules?

### Journal Writing:

Write in your journal today using only three word sentences.

### Vocabulary:

Experience (pg. 22): something that a person has done or lived through

## Chapter 6

### Questions:

1. Seeing that there is this contest, how do you think the boys and girls will team together in order to win the contest?
2. What would becoming a team do for each side?
3. What are some potential problems with teaming up with people?
4. Are there any conflicts that might occur?

### Vocabulary:

Practice (pg. 29): doing some activity many times to become skilled at it

## Chapter 7

### Questions:

1. What do you think the word “unshushable” means?

2. Have you ever had a principal like Mrs. Hiatt, who was extremely authoritative?
3. Up to this point, what different observations have you made that show that these fifth graders would be called “the unshushables?”
4. How do you foreshadow the no talking contest affecting the school and the students?

### Journal Writing:

Write about your first reaction to seeing the word “unshushable.” What previous events or situations led you to make the prediction about what the word might mean?

### Vocabulary:

Disrespectful (pg. 33): being unkind, mean or discourteous to someone

## **Chapter 8**

### Questions:

1. What happens in science fiction stories?
2. Are science fiction stories often real or make believe?
3. Because we see this, what can we predict will happen in this chapter with the teachers?
4. Will the teachers think that this is something normal that the fifth graders are doing?

### Vocabulary:

Terrific (pg. 41): much greater than the ordinary or usual, very good or fantastic

Unauthorized (pg. 43): not allowed

## Chapter 9

### Questions:

1. If you could describe what was going on right now for the students in the contest, what do you think the right word would be?
2. How does this word show the feelings and emotions that the students are experiencing?
3. What do you think Dave refers to when he says the word “dangerous” on page 48?

### Journal Writing:

Have there been times in your life where one word summarized an entire situation or event? If so, what was the word, and what was the event?

### Vocabulary:

Interesting (pg. 47): causing attention to, concern about, or interest in

## Chapter 10

### Questions:

1. How do you think the fifth graders are going to react to one another with the contest during recess?
2. Does the event of recess make the contest harder, and if so how?
3. What are some possible obstacles about recess that would make it harder?
4. On page 52, there are words like “EeeeOww” and “OooWee.” What kinds of words are these? Are they real words?

### Journal Writing:

What were some of your favorite recess games?

### Vocabulary:

Assortment (pg. 52): a collection of different sorts of things; variety

# Chapter 11

## Questions:

1. If the students aren't allowed to talk and only have a three word limit, how do you think they'll respond to a question and answer session from a teacher?
2. Does this session only affect the students, or will it affect the teachers as well? How?
3. What are some ways you can predict the students answering questions from the teachers?

## Vocabulary:

Free-for-all (pg. 56): a fight or competition with no restrictions on participation or rules of conduct

# Chapter 12

## Questions:

1. How do you think the other teachers are going to react to the students not talking?
2. What are some potential "games" the teachers might have the students play with their word limits?
3. Are the games for the students, or could they be for the teachers as well?
4. Would you enjoy doing something like this as an activity? Why or why not?

## Vocabulary:

Accomplish (pg. 68): to successfully reach or achieve

# Chapter 13

## Questions:

1. What are some different forms of communication the students could use in the classroom since they're not able to talk?

2. Do you think communicating in different ways can hinder the ability to fully get a message across? How?
3. What does a “language lab” potentially mean?

Vocabulary:

Interjection (pg. 77): a word or expression that shows strong feeling; exclamation

## **Chapter 14**

Questions:

1. Now that the students are going home, how do you think they’ll behave with not being able to talk with their families?
2. What are some possibly hindrances to the family relationships because of the no talking rule?
3. How many students can you predict will crack under the pressure?

Vocabulary:

Difficult (pg. 85): hard to do or understand

## **Chapter 15**

Questions:

1. When you think of the words “control center,” what comes to mind?
2. How do you think this will affect the fifth graders?
3. Think of the teacher’s reactions to the students not talking. Do you think that they will truly be upset because of it?

Vocabulary:

Improvement (pg. 97): the act of improving or the condition of being improved

## Chapter 16

### Questions:

1. Because of the conference the teachers had, what kinds of orders do you think will be given to the students in order to make them talk?
2. Will the fifth graders stand firm, or will they crumble under pressure?
3. How do you think the teachers will try to enforce these rules?

### Vocabulary:

Gesture (pg. 102): an action meant to show feeling or that is done for effect

## Chapter 17

### Questions:

1. Who do you think is going to band together in order to stop the teachers from making them talk?
2. Will these alliances positively or negatively affect the fifth graders?
3. Think of a time in your life where you made an alliance. Did it work out? Was it a good thing? Predict what might be the case with the fifth graders.

### Vocabulary:

Exchange (pg. 121): to give in return for something else; trade

## Chapter 18

### Questions:

1. If you were to think of what the “Red Zone” was, what do you think that would entail?
2. How do you think the fifth graders will be in the “Red Zone?”
3. Based on who we’ve seen rule the fifth graders previously, who do you think will be the ultimate one who brings the fifth graders to the “Red Zone?”

Vocabulary:

Deliberately (pg. 126): done with intention

## **Chapter 19**

Questions:

1. Do you think Dave should apologize to Mrs. Hiatt for reacting the way he did?
2. Who do you think will apologize to who?
3. How did the body language of the fifth graders show how they've banded together?
4. Do you think that this banding together will affect a potential apology being given?

Vocabulary:

Manage (pg. 135): to direct or control

## **Chapter 20**

Questions:

1. Who do you think the winners of the contest will be?
2. Why do you think those will be the winners?
3. Do you think there will even be a winner for the contest?
4. How can you see that this contest has affected the school?

Journal Writing:

Is it better to win a contest, or to band together into a team? What influences your opinion?

Vocabulary:

Capture (pg. 140): to take hold or gain control of

## Other Works by Andrew Clements:

*Lost and Found*

*Dogku*

*Room One*

*A Million Dots*

*Lunch Money*

*The Last Holiday Concert*

*The Report Card*

*A Week in the Woods*

*The Jacket*

*The School Story*

*The Janitor's Boy*

*The Laundry News*

*Frindle*

*Big Al*

*Jake Drake, Bully Buster*

*Jake Drake, Know-It-all*

*Jake Drake, Teacher's Pet*

*Jake Drake, Class Clown*

*Big Al and Shrimpy*

## Additional Websites:

<http://books.simonandschuster.com/No-Talking/Andrew-Clements> -On this website, students can listen to an excerpt of the book. You can also watch a video of an interview with Clements, and look at information about some of his other books.

<http://www.kidsreads.com/reviews/1416909834.asp>

[http://www.dcfaward.org/Activities/2008-09%20Reviews%20and%20Discussion%20Questions.htm#NO\\_TALKING](http://www.dcfaward.org/Activities/2008-09%20Reviews%20and%20Discussion%20Questions.htm#NO_TALKING)

Discussion questions and book summary.

[http://edhelper.com/books/No\\_Talking.htm](http://edhelper.com/books/No_Talking.htm) - Activity pages, questions, test

<http://www2.scholastic.com/browse/contributor>.

This site has information about Andrew Clements and some other activities.