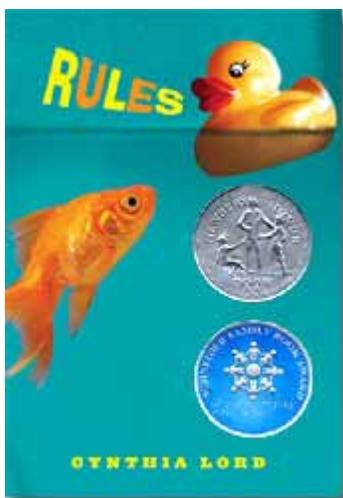


Rules
By Cynthia Lord
A Reader's Guide

Created by
Alyson Civita and Laurie Marinaro



*Note: The illustration is the actual cover of **Rules** by Cynthia Lord.*

“New Rochelle Reads” Literature Festival

Dear Reader,

We are so glad that you made the choice to join our community of readers. We know you are going to enjoy **Rules** by Cynthia Lord. We had you in mind when we chose the book and created this guide.

We want to support you as you are reading, so we have created questions to ***guide*** you as you read. We have also included several charts to track your ideas as you go. While you are reading there will be many opportunities to attend events and workshops related to this book.

Read alone, with your family, or with a buddy, but most importantly, **READ!** We are anxious to hear about your reaction to Cynthia Lord’s novel, **Rules**.

Happy Reading!



BEFORE YOU READ...

Before you begin, it is important to prepare yourself for reading.

- ✓ Read about the author, Cynthia Lord. You will gain insight into her life, and understand her reasons for becoming an author and for writing this book.
- ✓ Look at the cover. What images do you see? What comes to mind?
- ✓ Think about the title, Rules. What comes to mind? What does the word “rules” make you think of?
- ✓ Read the back cover to get a general idea of what the book might be about.
- ✓ Read the reviews. What awards or literary honors has the book won? What do others have to say about the book?

About the Author... Introducing Cynthia Lord...

Note: This portion of text was taken from www.cynthialord.com.

Cynthia Lord has been writing since high school. A mother of two children, one of whom has autism, she says, “I wrote RULES to explore some of my own questions about living with someone who sees the world so differently than I do, but also to show a full experience of family life with a child with autism: the happy moments, the heartbreaking ones, the ones that make me laugh.”

She lives with her husband, children, and a Bichon Frise in an old house in coastal Maine. A former teacher, behavioral specialist, and bookseller, she now enjoys writing for children.

Additional information about RULES and Cynthia Lord can be found at the author’s website: www.cynthialord.com.

Behind the Book...

Note: This portion of text was written by Cynthia Lord and was taken from www.cynthialord.com.

In 2000, I decided to write a middle-grade novel, and I followed the advice of “write what you know.” I have two children, one of whom has autism, and RULES explores that family dynamic.

David is based loosely upon my son when he was a young child. Some incidents in the book came from real experiences: I was always rescuing toys from our fish tank and my son did love Arnold Lobel’s *Frog and Toad* books and used to repeat lines from those stories to communicate. However, most of the events, details, and characters in RULES came from my imagination.

Jason was inspired by a boy I saw one day and have never forgotten. I was waiting for my son to finish an appointment, and a boy came into the waiting room. He was in a wheelchair and used a communication book. I glanced up and made assumptions that were blown apart seconds later, when he and his mother had the most amazing and witty conversation. She spoke out loud; he communicated by touching his pictures.

All those threads of experience began weaving themselves into a story. The first line I ever wrote on the first blank page was: “At our house, we have a rule,” and the story, the characters, the title, all sprang from that seed.

I took the story as far as I could, and after many polishing passes and feedback from my critique partners, I looked through the *Children’s Writer’s and Illustrator’s Market* to see who might be a good publishing match.

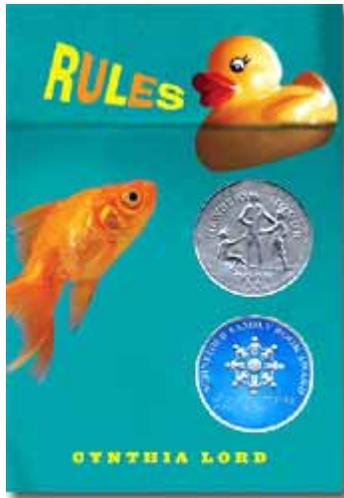
I paused at Scholastic’s entry. When I was growing up, my teacher would hand out Scholastic Book Clubs fliers, and my mother let me order 3 books each time. I remember the excitement I felt: the coins rolling back and forth in the envelope as I walked up to hand it to the teacher, and those glassy-smooth covers and the crackling newness of the books when they came. I still have some of the books I bought as a child through those book clubs; with my name written in big, loopy handwriting on the inside cover.

But the line “1% of books by first-time authors” in the market book for Scholastic was daunting. My husband shrugged when I showed him and said, “Well, *someone* has to be that one percent, why not you?”

In November 2001, I got the phone call every writer dreams of receiving. It was an editor at Scholastic saying she’d like to buy my book. I was too excited to remember much about that call, but I think I said mostly intelligent things like, “Oh, um, wow! Yes, uh, OK.”

Getting the call may sound like, “the end,” but that was also a beginning, a corner-turning to a new hallway. The revision process is a time of refining, of letting go and holding on, of re-imagining characters and events to bring them into sharper focus.

It’s been a long road from that first “At our house, we have a rule” to this moment, but it’s also been a glorious discovery, a journey I am both humbled and amazed to have taken.



Think about the TITLE. What comes to mind? Brainstorm your ideas below...

RULES

Think about it...

1. What expectations do you have about the book from previewing the book cover?
2. How do you feel about rules, in general?
3. Describe one situation in which you think rules are necessary. Explain your reasons.
4. Imagine a world without rules. How would life be different?
5. Name one rule you wish everyone in your school would follow. Why?

From the Back Cover...

NO TOYS IN THE FISH TANK.

Twelve-year-old Catherine just wants a normal life, which is nearly impossible when you have a brother with autism and a family that revolves around his disability. She's spent years trying to teach David the rules from "no toys in the fish tank," to "keep your pants on in public" – in order to head off David's embarrassing behaviors.

But the summer Catherine meets Jason, a surprising new sort-of friend, and Kristi, the potential next-door friend she's always wished for, it's her own shocking behavior that turns everything upside down and forces her to ask: What is normal?

Filled with humor and warmth, Cynthia Lord's debut novel takes a candid and sensitive look at feeling different and finding acceptance – beyond the rules.

Think about what is written on the back cover. What are you thinking now? Jot down the questions you want answered as you read Cynthia Lord's **Rules**.

What Others Are Saying About Rules...

Winner of:

Newbery Honor Medal
Schneider Family Book Award
Mitten Award (Michigan Library Association)
Maine Student Book Award
Dorothy Canfield Fisher Award (Vermont)
Kentucky Bluegrass Award
Great Stone Face Award (New Hampshire)

Book of the Week, Cooperative Children's Book Center (CCBC)

“Catherine is an endearing narrator who tells her story with both humor and heartbreak...this sensitive story is about being different, feeling different, and finding acceptance. A lovely, warm read and a great discussion starter.” School Library Journal

Editors' Pick, HW Wilson Standard Catalog

“This is an absorbing tale about valuing people even when it's difficult, and it may encourage readers to consider the benefits and challenges of their own families and friends.” Bulletin of the Center for Children's Books

Accelerated Reader (AR) Title

“This is not only a great read, with a nice rhythm and easy style, but it is an important book that siblings of kids with special needs need to read.”

Kid Lit: Books and More for Kids and Teens

ALA Notable Children's Book

“The first-person narrative is very engaging, and readers will identify with Catherine's struggles and cheer for her at the end. This is a great book to help students gain some understanding about autism, while also providing a good read. The author is the mother of an autistic child. Recommended.”

Library Media Connection

Nominated for State Kids' Choice Awards in: Arkansas, California, Colorado, Florida, Georgia, Hawaii, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Michigan, Missouri, Nebraska, New Hampshire, New Jersey, New Mexico, North Carolina, Ohio, Oklahoma, Pacific Northwest (voting together: Alaska, Alberta CA, British Columbia CA, Idaho, Montana, Oregon and Washington), Pennsylvania, Rhode Island, South Dakota, Tennessee, Utah, Vermont, Virginia, West Virginia and Wyoming.

Something to Think About...

What is autism?

The main character in this book, Catherine, has a brother who is autistic. Some of you may know someone who falls on the autistic spectrum or have some knowledge about autism in general. “Autism is a complex developmental disability that typically appears during the first three years of life and is the result of a neurological disorder that affects the normal functioning of the brain, impacting development in the areas of social interaction and communication skills. Both children and adults with autism typically show difficulties in verbal and non-verbal communication, social interactions, and leisure or play activities.” (Autism Society of America)

****What if you come across other words you are unfamiliar with?**

Throughout the novel you may encounter another word or term that you or a friend find confusing or unfamiliar. We have provided a **glossary** of this guide for you to reference as you read.

As You Read...

In addition to the questions you will find in this guide for each chapter, we have also included three charts. These charts will help you to organize your thinking about Catherine's character, friendship as it relates to the characters in Rules, and the motifs ("big ideas") that are threaded throughout this novel.

Keep the charts close by as you are reading so you can jot down evidence to support your thinking. This information will also be helpful to add to the meaningful discussions you will have about the book.

Reflect on Friendship

Think about the characteristics you look for in a good friend. If you had to select a friend in the novel *Rules* by Cynthia Lord, who would you select? As you read, evaluate Catherine, Jason and Kristi as your potential friends. Collect textual evidence to determine the best friend in the novel. Be sure to record page numbers with your evidence.

Characters	Examples of Positive Friendship Behaviors	Examples of Negative Friendship Behaviors
Jason		
Kristi		
Catherine		

YOU DECIDE: Based on the evidence you have collected, who is the better friend? Explain.

Reflect on Character

The main character in the novel *Rules* by Cynthia Lord is Catherine. As a result of her experiences, she grows and changes. A reader can determine a lot about a character by paying attention to his/her actions, speech, thoughts, appearance, and the things that other characters say or think about him/her.

As you begin reading, pay careful attention to Catherine's character. What do you notice about her? As you continue reading, record the changes in her character. When you reach the end of the novel, write your thoughts about Catherine's character. Review your chart to determine the ways in which Catherine has changed.

Catherine's Character

	Actions	Speech	Appearance	Thoughts	What Others Say/Think
Beginning					
Middle					
End					

Reflect on the Big Ideas

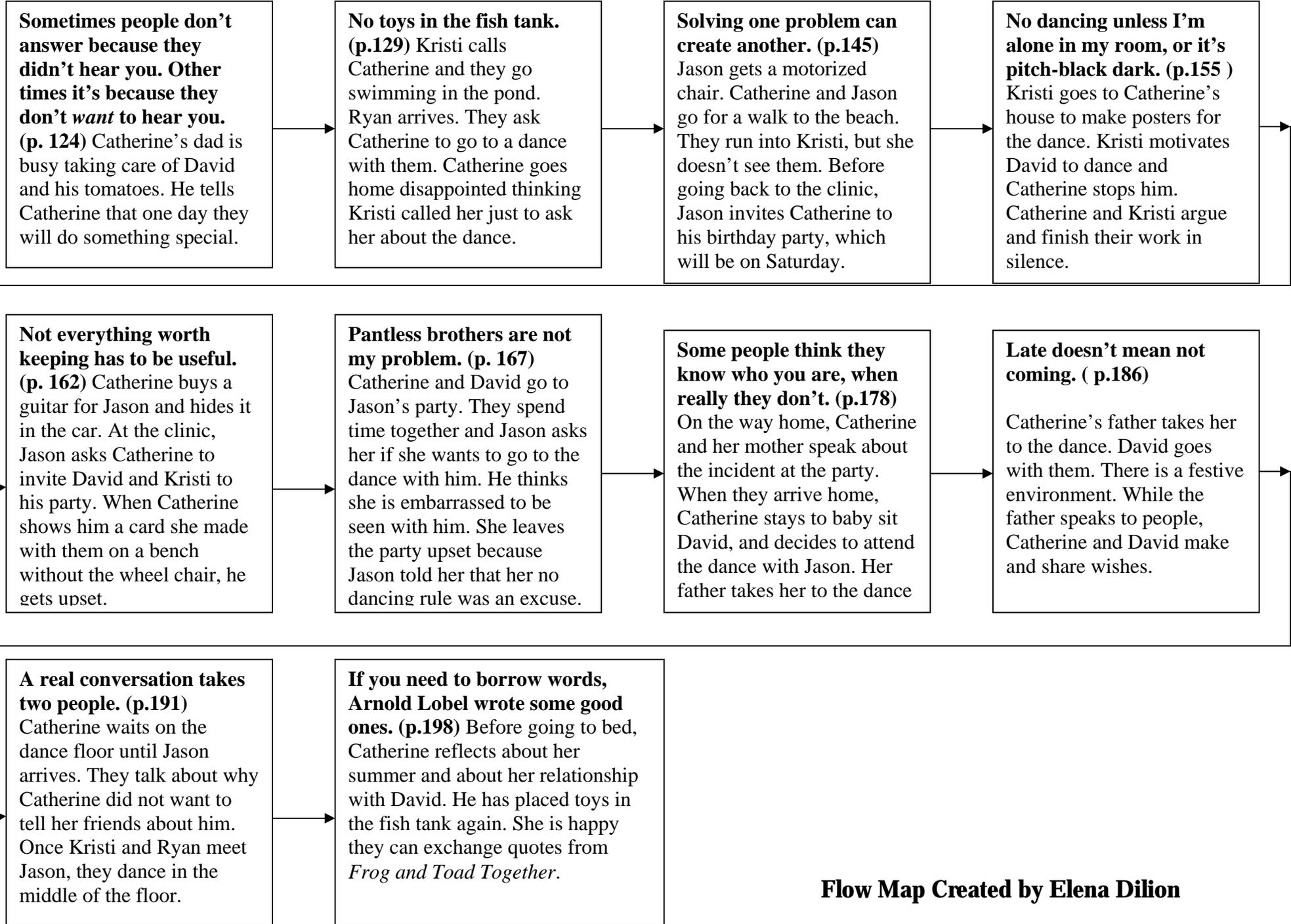
A recurrent thematic element in an artistic or literary work is called a *motif*. A motif can be an idea, object, place or statement. Motifs help to develop and inform the text's major themes. Major themes in the novel are friendship, honesty, acceptance and diversity.

There are several motifs in the novel, *Rules* by Cynthia Lord. In the chart below, keep track of the motifs in the novel and the reasons these images are important or significant to the themes in the story.

Motifs	Importance to the Themes in the Novel
Water	
Communication	
Art	
Music	
Books	
Rules	

RULES, BY CYNTHIA LORD

FLOW MAP



Flow Map Created by Elena Dillon

Guided questions for your reading...

These questions are organized by chapter to help you comprehend, connect and extend your thinking about the book. You may answer these questions in your head, discuss them with a friend, and/or write them in a journal. If you come up with any questions on your own, find anything confusing, or discover something you want to talk about, jot it down in your journal for future discussion.

Chapter One: Follow the rules.

1. Why is the start of summer vacation disappointing to the narrator?
2. Where does the narrator have to go? Why?
3. What is David's relationship to the narrator?
4. The narrator says David loves to go to the video store, but, "...the hardest part is when David kneels in the aisle to see the back of a video box a complete stranger is holding in his hand". Why do you think that is "the hardest part" of the visit to the store?
5. Why do the narrator's hands tremble when she tries to get David to walk to the car?
6. Why does the narrator lie to David about the time her father will pick him up? What would you have done in the same situation?
7. The narrator says that one of her favorite rules is: "Sometimes you've gotta work with what you've got." Describe a time when this rule applied to your life.
8. How does the narrator feel about the prospect of a twelve year old girl moving into her neighbor, Mrs. Bowman's house? What is she hoping will happen?
9. What does friendship mean to you? What does it mean to the narrator?
10. In what ways will a next door friend change the narrator's life?
11. How does David stand in the way of what Catherine wants for herself?
12. Her mother seems to think that real friends would accept David. Explain your opinion.
13. In this chapter, we find out that David has autism. We also discover that he loves rules. The narrator has plenty of rules for him. Why might rules be helpful to David? Why might the narrator want to create these rules for him? How might Catherine's rules hold David back?
14. At the end of the chapter, we discover the narrator's name is Catherine. If you had to choose one rule Catherine invented for her brother in this chapter, which one do you think would be most important for David to understand? Explain.

Chapter Two: Don't run down the clinic hallway.

1. List two reasons that Catherine enjoys going to occupational therapy with her mother.
2. Name one person with whom you enjoy spending quality time. Describe your fondest memory. Why is this time alone so special to you?
3. Who is Jason? Describe him.
4. List two reasons why Catherine decides to draw Jason.
5. In what ways does drawing help Catherine? What activities do you like to do in your spare time?
6. Why is Jason "fighting mad"?

7. Why does Mrs. Morehouse scold Catherine? Explain whether you agree or disagree with the way she spoke to Catherine.
8. Catherine thinks that an invisible cloak would be useful to her in the waiting room. Why? Describe a time when you wished you were invisible.
9. What is a “communication book”? How does Catherine wish to change it?
10. Catherine also wishes that Mrs. Morehouse would buy Jason a guitar. Why do you think Jason wants a guitar so badly?
11. Catherine would like to apologize to Jason for possibly hurting his feelings. Why does she hesitate?
12. How does Catherine make peace with Jason at the end of the chapter?

Chapter Three: If it's too loud, cover your ears or ask the other person to be quiet.

1. What types of noises bother David? Why?
2. Why did Catherine get into a fight with Ryan at the bus stop on the last day of school? How would you have handled the same situation?
3. Describe a time when a laugh hurt your feelings.
4. Catherine's says, “Mom doesn't understand how not everyone is on David's side.” What might it mean to be “on David's side”? Why wouldn't people be “on his side”? What would you do to show David your friendship?
5. Mom wants Catherine to join in community summer activities. What sort of activities do you find interesting in the summer?
6. In what ways have Catherine's parents altered their lives to better support David? What do you think of their sacrifices?
7. How does David embarrass Catherine in front of her new neighbor?
8. What does Catherine do to comfort David?
9. When her father finally arrives, he is 42 minutes late for David. Catherine turns down the invitation to the video store. Imagine you were Catherine watching David while waiting for Dad to arrive. Write a letter to Dad explaining your thoughts and feelings.

Chapter Four: Sometimes you've gotta work with what you've got.

1. Catherine has high hopes for her new neighbor. Why does her mother caution her about letting hopes run too high?
2. What do you hope for in a best friend? Have you ever been let down by a friend? Explain.
3. Once again, Catherine sees Jason at OT. What special request does Jason have for her? How does she accommodate him?
4. On page 43, Catherine wonders how it would feel, “...to have to wait for someone to make a word before I could use it. And to have all my words lying out in the open, complete strangers able to walk by and see everything that mattered to me, without even knowing my name.” Imagine you were Jason. How would you feel?
5. Why do you think Catherine chooses to draw herself the way she usually looks, instead of the way she looks in her school picture? What might that reveal about the ways she feels around Jason?
6. What fears does Catherine have when she is around Jason? Do you think her fears are reasonable? How might you help her to get over her fears if you were her friend?

7. Catherine promises to make Jason seven more communication cards. If you were Catherine, what words would you choose for him? Why?
8. Who do you think understands Jason better, his mother or Catherine? Support your answer with details from the text.

Chapter Five: If you don't have the words you need borrow someone else's.

1. What is Catherine's dream for her future? What is your dream? How do you hope to achieve it?
2. Describe Catherine's room. What does it reveal about her character? If someone were to take a picture of your room, what things would they discover about you and your character?
3. Catherine decides on six of her seven words/phrases for Jason's communication board: Drawing, Guinea Pig, Gross!, Awesome!, Stinks a big one!!!, Rule. Create one picture that you think best represents each word.
4. Before Catherine can create the last word, David interrupts her. What rule does he break? How does Catherine try to help?
5. In order to calm David down, Catherine and David sometimes use words and phrases from storybooks. Why doesn't Catherine's mom approve? What do you think?
6. When Catherine sees the girl next door talking with Ryan, what is her main worry?
7. Make a prediction about the type of friendship the neighbor and Catherine will have in the future. Defend your prediction.

Chapter Six: Sometimes things work out, but don't count on it.

1. Mom wants to invite the new neighbors to the family barbeque. Why is Catherine hesitant to have them over?
2. Catherine needs new colored pencils. Mom suggests Catherine earn the money to buy them for herself. Catherine thinks Mom's reaction would be different if David asked for something. In your opinion, should Mom's reaction be different if David were asking? Explain.
3. What disappointing news does Catherine find out from her next door neighbor?
4. Why doesn't Catherine ask the neighbors over for the barbeque as her mom suggested? What would you have done in the same circumstance?
5. Why do Mom and Dad argue? Whose side are you on?

Chapter Seven: Saying you'll do something means you have to do it – unless you have a very good excuse.

1. Why does Catherine get uneasy when Jason refers to her as a friend on his communication board?
2. As Catherine shares the new words for Jason's communication board, they begin to "talk". What things do Jason and Catherine have in common?
3. What does Catherine volunteer to do for Jason on page 74?
4. At the end of the chapter, Catherine adds a new rule to her collection: "Some people think they know who you are, when really they don't". Why did she make up this rule?

Chapter Eight: If you can only choose one, pick carefully.

1. As Catherine waits for her new neighbor to arrive next door, she busies herself by making cards for Jason. Where does she get the inspiration for creating the cards?
2. Why is babysitting David sometimes a hard job for Catherine?
3. Kristi and Catherine finally meet. Describe Kristi. Why do you think Catherine assumes she will be popular? Why does Catherine also assume Kristi would not like to play with flashlights and practice Morse-code?
4. Why are Kristi and Catherine's views of Ryan different?
5. In what ways does David almost "ruin" Catherine's visit with Kristi?
6. What does Kristi say that upsets Catherine on page 84? How would you have reacted to Kristi's statement about David?
7. Catherine makes a choice to watch television with Kristi rather than go to occupational therapy. What do you think of her choice? What might be the consequences of her choice?

Chapter Nine: At someone else's house, you have to follow their rules.

1. Compare and contrast life at Catherine's house with life at Kristi's house. Which lifestyle does Catherine prefer? Why?
2. Why does Catherine feel she has to watch what she says around Kristi?
3. When Kristi suggests Catherine take Jason to a dance, Catherine changes the subject. Why doesn't Catherine want to reveal information about Jason?
4. In this chapter, we learn that Kristi's parents are separated. How does Kristi feel about her parent's situation? How do you know?
5. Catherine returns home happy, but her, "happiness deflates like a balloon with the smallest tear". What changes her mood?
6. What gift did Jason send to Catherine?
7. Predict what Catherine will do to "make it up to Jason".

Chapter Ten: If it fits in your mouth, it's food.

1. What does Catherine do to mend her relationship with Jason?
2. How does Jason feel about her surprise? How do you know?
3. Catherine also makes Jason more cards. In what ways are the new cards helping Jason?
4. Why does Catherine want to make Jason more words? Explain.
5. What do Catherine's actions in this chapter signify about her character?

Chapter Eleven: Sometimes people laugh when they like you. But sometimes they laugh to hurt you.

1. Why does Mom buy Catherine the colored pencils she has been wanting?
2. As Mom, Catherine and David approach home, they spot Kristi and Ryan playing basketball. What is Catherine's dilemma? What choice should she make?
3. What does Ryan do to create conflict?
4. If you were Kristi, what would you have done? Catherine?

5. What does Catherine imagine Ryan and Kristi talk about after David is brought inside? How does Catherine feel?
6. Catherine compares David to an apple, “red perfect on the outside, but mushy brown at the first bite”. Explain what Catherine means by this comparison.
7. Describe the ways Catherine uses her sketchbook to express her feelings.
8. At the end of the chapter, Catherine asks David, “Who are you?” Why do you suppose she asks this question of her brother?

Chapter Twelve: Open closet doors carefully. Sometimes things fall out.

1. As Catherine waits for Jason at occupational therapy, explain the reasons she feels worried about the new words she has prepared.
2. Catherine presents the words to Jason, despite her worry. Why might these “bad” words be good for Jason to have in his communication book?
3. Describe Jason’s wish.
4. How does Catherine make Jason’s dream come true?
5. Visualize the event in the parking lot? What images do you see? What do you hear? What do you smell? What do you feel?
6. If you had one wish, what would it be?

Chapter Thirteen: Sometimes people don’t answer because they didn’t hear you. Other times it’s because they don’t want to hear you.

1. Why does Catherine run up her driveway, even though she is tired of running?
2. What words would you use to describe the feeling you get from running?
3. Why is Catherine jealous of her father’s tomatoes? Explain whether or not her jealousy is justified.
4. What does Catherine so desperately want from her father?

Chapter Fourteen: No toys in the fish tank.

1. Kristi calls Catherine to hang out. What do they decide to do?
2. Catherine takes awhile to decide what to wear. Why do you think this is so?
3. When Kristi arrives, she asks Catherine to get her a towel. What strange thing does Kristi notice when they enter Catherine’s house? Why does Catherine ignore it?
4. Do you think Kristi will like the pond? Why or why not?
5. Why does Catherine believe she was Kristi’s second choice? Do you think Catherine is correct in her assumption?
6. When Kristi begins to share her feelings about her parents’ separation, why does Catherine decide not to share her same feelings about being pulled between two worlds of her own?
7. Catherine and Kristi swim out to the raft. Catherine says, “This is what I wished for – a next-door friend I could just come and go with.” Do you think Catherine got her wish with a friend like Kristi? Explain.
8. What other wish does Catherine want?
9. Who interrupts Catherine and Kristi’s time together?
10. Ryan reminds Kristi to ask Catherine a question. What does Kristi want Catherine to do?

11. Why do you think Catherine will not follow through with the request? What do you think she should do?
12. At the end of the chapter, Catherine writes words to describe her day, but all that come to mind are: 'guilty', 'complicated', 'hidden' and 'weak'. Why?

Chapter Fifteen: Solving one problem can create another.

1. What did Jason's parents buy him as a birthday gift? Why might this be a good gift for Jason?
2. In what ways has Jason changed since he met Catherine?
3. Jason wants to take a walk. Where does he ask Catherine to go with him? Why is Catherine uneasy on their walk? How would you feel?
4. Why does Catherine pretend she does not see Kristi?
5. What do you think Jason means when he tells Catherine she is pretty? Is he being nice or telling her he likes her?
6. Jason invites Catherine to his birthday party. Why is it on a "good day" for Catherine?

Chapter Sixteen: No dancing unless I am alone in my room or it is pitch-black dark.

1. As Catherine sits on the porch with David, her mind races with concerns. Predict the answers to the questions she asks herself on page 156:
 - What'll happen in September?
 - Will Kristi stand with me (Catherine) at the bus stop or with Ryan?
 - And what'll happen when I (Catherine) don't see Jason every week?
 - Will our friendship disappear?
2. Catherine gets a phone call from Kristi. As she walks down the hall to answer the call, she says, "The walk through the living room and down the hallway to the phone feels extra long". What is Catherine feeling? Why?
3. Catherine gets out of the dance, but Kristi asks a favor. What does she want Catherine to do for her?
4. Why does Catherine turn off the music when David and Kristi begin to dance?
5. Do you think Catherine is correct in her assumption that Kristi was trying to make David look stupid by dancing with him? Explain. Do you sympathize with Catherine or Kristi in this situation?

Chapter Seventeen: Not everything worth keeping has to be useful.

1. Why does Catherine go to Elliot's Antiques?
2. When Catherine sees Jason at occupational therapy, he invites both David and Kristi to the party. Why is Catherine hesitant to ask either person?
3. Later, Catherine presents Jason with words from their outing at the water. Why does he get upset when she shows him the communication card for the word 'together'? Would you be upset if you were Jason? Why did Catherine make the card this way?
4. After the incident with Jason, Catherine feels the need to write a rule for herself, but can't think of one. Write a rule for Catherine to help her make sense of the situation.

Chapter Eighteen: Pantless brothers are not my problem.

1. Catherine and her family make their way to Jason's birthday party. How does Catherine prepare David?
2. Why is Catherine nervous? How do you know she feels this way?
3. When Catherine first sees Jason, she wonders if he is still angry with her. How does she apologize to him?
4. Do you think Jason likes his birthday gift? How can you tell?
5. Catherine turns down Jason's request to go to the dance. What are her reasons? Is she making excuses, as Jason suggests? Explain.
6. Why does Catherine run out of the party crying?

Chapter Nineteen: Some people think they know who you are, when really they don't.

1. Mom asks Catherine for the reason she left the party in such a rush. Catherine admits to being embarrassed by both David and Jason. What is the cause for her embarrassment?
2. Mom says, "Just because other people think something, that doesn't make it true." Do you agree or disagree with this statement?
3. Why does Catherine miss Melissa?
4. Catherine is alone watching David when his cassette snaps. Catherine "snaps" as well. What is she *really* upset about? What does she realize?
5. Why does Catherine decide to invite Jason to the dance?
6. Catherine insists that her father come home to watch David, bring a new cassette and player and drive Catherine to the dance. Why does she become so insistent? Is she right to use this tone with her father? Explain.

Chapter Twenty: Late doesn't mean not coming.

1. Catherine recognizes that David is different and may have special needs, but (as she tells her father), "...that doesn't mean I don't need anything at all!" Do you agree or disagree with her point? Explain.
2. How might her honesty with her father help Catherine with her family relationships?
3. Catherine and David make a wish on the lights in the gym because they look like stars. What is David's wish?
4. What is Catherine's wish? Why do you think she wishes for this? What if her wish came true?

Chapter Twenty-one: A real conversation takes two people.

1. At the dance, Catherine thinks, “It hurts how life goes on, unknowing.” What is she waiting for? What is she worried about?
2. Jason finally arrives and Catherine has to apologize. What does she admit about herself? What was she really afraid of?
3. Catherine finally comes face to face with Kristi and Ryan. Why is Kristi upset with Catherine? Is she correct?
4. Explain whether you agree or disagree with the following statement: “Some rules are meant to be broken.”

Chapter Twenty-two: If you need to borrow words, Arnold Lobel wrote some good ones.

1. What do you think Catherine will tell Melissa about her summer when she returns?
2. Why does Catherine come to the realization that David needs to use his own words?
3. In what ways has Catherine’s relationship with David changed? Why do you think this is so? How is the relationship better?

Glossary

As you read, there may be words/terms that you might find unfamiliar, confusing or simply want to know more about. For some of the words, we have provided a link to a website with an image or further explanation to help you get a better image of the word/term. The words are in order of introduction throughout the novel and the page number is indicated.

Chapter One: Follow the rules.

1. **Morse code** (p.5) – a system for representing letters and numbers by signs consisting of one or more short or long signals of sound or light that are printed out as dots and dashes (morse code translator, <http://www.javascriptkit.com/script/script2/morse.shtml>)
2. **Fray** (p.8) – wear away
3. **Occupational therapy** (OT) (p.11) - Occupational Therapy gives people the "skills for the job of living"

Chapter Two: Don't run down the clinic hallway.

1. **Egrets** (p.13) – a type of bird (to see an image <http://www.mbr-pwrc.usgs.gov/Infocenter/i1960id.html>)
2. **Osprey** (p.13) – a type of bird – (to see an image <http://www.birds.cornell.edu/AllAboutBirds/BirdGuide/Osprey.html>)
3. **Speech therapy** (p.14) – the treatment of speech & communication difficulties. The therapy used depends on the disorder. It may include physical exercises to strengthen the muscles used in speech (oral-motor work), speech drills to improve clarity, or sound production practice to improve articulation.
4. **Communication book** (p.19) - a tool that allows individuals who are not able to talk the opportunity to communicate (learn more about communication books and other tools at: <http://www.spectronicsinoz.com/product.asp?product=393>)
5. **Downcast** (p.21) – looking down, looking toward the ground
6. **Wharf** (p.23) – a landing place for boats & ships built along the water
7. **Cringe** (p.25) – to react to something with embarrassment or discomfort

Chapter Three: If it's too loud, cover your ears or ask the other person to be quiet.

1. **Mimicked** (p.30) – make fun of somebody by imitating him in an exaggerated way
2. **Initiating** (p.31) - starting

Chapter Four: Sometimes you've gotta work with what you've got.

1. **Guinea pig** (p.53) – type of rodent (http://en.wikipedia.org/wiki/Guinea_pig)
2. **Hovers** (p.53) – waiting

Chapter Five: If you don't have the words you need borrow someone else's.

1. **Skeleton key** (51) – a universal key that opens many locks, generally doors (to see what one looks like <http://houseofantiquehardware.com/Malleable-Iron-Notched-Bit-Door-Skeleton-Key>)

Chapter Six: Sometimes things work out, but don't count on it.

1. **Skitter** (p.65) – pass quickly across something

Chapter Seven: Saying you'll do something means you have to do it – unless you have a very good excuse.

1. **Wince** (p.67) – a reaction because of thinking of something as embarrassing
2. **Accommodate** (p.69) – have space for something

Chapter Eight: If you can only choose one, pick carefully.

1. **Technically** (p.80) – actually, according to the facts
2. **Bale** (p.84) – to gather together into a bundle

Chapter Nine: At someone else's house, you have to follow their rules.

1. **Jostle** (p.96) – knock or bump into somebody
2. **Chortling** (p.97) – a combination of a chuckle and a snort coined by Lewis Carroll

Chapter Ten: If it fits in your mouth, it's food.

1. **Tolerant** (p.99) – accepting and understanding
2. **Clench** (p.99) – hold fist or teeth tightly together

Chapter Eleven: Sometimes people laugh when they like you. But sometimes they laugh to hurt you.

1. **magenta** (105) – purplish pink (to see what this color looks like - <http://en.wikipedia.org/wiki/Magenta>)
2. **aquamarine** (105) – greenish blue (to see what this color looks like - [http://en.wikipedia.org/wiki/Aquamarine_\(color\)](http://en.wikipedia.org/wiki/Aquamarine_(color)))
3. **crimson** (105) – deep red color (to see what this color looks like - <http://en.wikipedia.org/wiki/Crimson>)
4. **indigo** (105) – deep purplish blue color between blue and violet (to see what this color looks like - <http://en.wikipedia.org/wiki/Indigo>)

Chapter Twelve: Open closet doors carefully. Sometimes things fall out.

1. **perspective** (113) – the art or technique of painting or drawing a scene so that objects in it seem to have depth and distance
(http://mathforum.org/sum95/math_and/perspective/perspect.html#artists)
2. **Struts** (120) – walk in a stiff or proud way
3. **billowing** (123) – moving in a curling or rolling mass

Chapter Thirteen: Sometimes people don't answer because they didn't hear you. Other times it's because they don't want to hear you.

1. **dense** (125) – deep, dark
2. **creases** (125) – folds, crevices
3. **underside** (126) – bottom, underneath

Chapter Fourteen: No toys in the fish tank.

1. **squealing** (129) – yelling, squealing
2. **batik** (130) – a type of fabric
3. **draped** (131) – to cover or hang loosely

Chapter Fifteen: Solving one problem can create another.

1. **motorized** (145) – mechanical, power-driven

Chapter Sixteen: No dancing unless I am alone in my room or it is pitch-black dark.

1. **wobbling** (155) – shaking, moving
2. **scrunched** (157) – closed
3. **shimmies** (159) – dance
4. **stumbling** (160) – walk unsteadily

Chapter Seventeen: Not everything worth keeping has to be useful.

1. **acoustic** (163) – a musical instrument that is not enhanced by electronics
2. **whirs** (164) – move quickly, come up fast

Chapter Eighteen: Pantless brothers are not my problem.

1. **sprawling** (167) – big, expansive
2. **disguise** (172) – hide
3. **lingering** (172) – remaining, staying
4. **scowls** (176) – a look of anger or disapproval, glare

Chapter Nineteen: Some people think they know who you are, when really they don't.

1. **fleeting** (180) – momentary, brief, short-lived
2. **discards** (181) – rejects, throws-out
3. **throbs** (183) – to beat rapidly

Chapter Twenty: Late doesn't mean not coming.

1. **blares** (191) – plays loudly
2. **twines** (192) – twist together

Chapter Twenty-one: A real conversation takes two people.

1. **flatly** (196) – without emotion

Chapter Twenty-two: If you need to borrow words, Arnold Lobel wrote some good ones.

1. **fierce** (199) – wild, savage
2. **gravel** (199) – tiny rocks that are placed at the bottom of a fish tank

Note: This chart was taken from www.cynthialord.com.

RULES by Cynthia Lord

If you were Catherine, what would you have drawn for these words?

Dazzling!	Watch Out!!	Incomplete.
Complicated.	Ruined.	Yeah, right
Excellent!	Joke.	Whatever!
Run.	Secret.	Torn.

Note: This chart was taken from www.cynthialord.com

RULES

by Cynthia Lord

If you were Catherine, what words would you have chosen for Jason and what would you have drawn to represent those words?

APPLY THE RULES...

RULE	This rule is important to this chapter because...	A time when this rule applied to my life or to someone I know is...
<i>Follow the rules</i>		
<i>Don't run down the clinic hallway.</i>		
<i>If it's too loud, cover your ears or ask the other person to be quiet.</i>		
<i>Sometimes you've gotta work with what you've got.</i>		
<i>If you don't have the words you need borrow someone else's.</i>		
<i>Sometimes things work out, but don't count on it.</i>		
<i>Saying you'll do something means you have to do it - unless you have a very good excuse.</i>		
<i>If you can only choose one, pick carefully.</i>		
<i>At someone else's house, you have to follow their rules.</i>		
<i>If it fits in your mouth, it's food.</i>		
<i>Sometimes people laugh when they like you. But sometimes they laugh to hurt you.</i>		

RULE	This rule is important to this chapter because...	A time when this rule applied to my life or to someone I know is...
<i>Open closet doors carefully. Sometimes things fall out.</i>		
<i>Sometimes people don't answer because they didn't hear you. Other times it's because they don't want to hear you.</i>		
<i>No toys in the fish tank.</i>		
<i>Solving one problem can create another.</i>		
<i>No dancing unless I am alone in my room or it is pitch-black dark.</i>		
<i>Not everything worth keeping has to be useful.</i>		
<i>Pantless brothers are not my problem.</i>		
<i>Some people think they know who you are, when really they don't.</i>		
<i>Late doesn't mean not coming.</i>		
<i>A real conversation takes two people.</i>		
<i>If you need to borrow words, Arnold Lobel wrote some good ones.</i>		

Links on the Web...

Special Needs

The Autism Society of America <http://www.autism-society.org>

Autism Resources <http://www.autism-resources.com/>

Cure Autism Now <http://www.cureautismnow.org/>

A huge online bookstore with resources on special needs:
<http://www.specialneeds.com/default.asp>

Guinea Pigs/Cavies

Guinea Pig Fun <http://guineapigfun.com/>

A story about Alyssa Buecker of Lawrence, Kansas who has made movies featuring her guinea pigs for Nickelodeon and HBO
http://examiner.net/stories/021399/lif_movies.shtml

If you have a guinea pig or are considering getting one:

General information on guinea pigs <http://www.animaladventurepets.com/guineapigs.htm>

Care and health issues <http://guinealynx.info/healthycavy.html> and <http://guinealynx.info/>

Some fun ways to play with your guinea pig <http://cavycages.com/toys.htm>

Guinea pig names <http://www.caviesgalore.com/names/>

Just for Fun

“The Guinea Pig Way” (needs Flash)
<http://members.aol.com/bingtheguineapig/guineapig.html>

Rubber Duck Tic-Tac-Toe <http://www.getodd.com/duck/fun2/f2b.html>

Novels to Compare and Contrast...

The Curious Incident of the Dog in the Night-time by Mark Haddon. 2004. Vintage Contemporaries. Despite his overwhelming fear of interacting with people, Christopher, a mathematically-gifted, autistic fifteen-year-old boy, decides to investigate the murder of a neighbor's dog and uncovers secret information about his mother.

Al Capone Does My Shirts by Gennifer Choldenko. 2004. Putnam Juvenile. Set on Alcatraz Island in 1935, this poignant novel is told from the viewpoint of Moose, a boy both frustrated by and fiercely committed to his sister with autism. A Newbery Honor Book, 2005.

A Corner of the Universe by Ann Martin. 2002. Scholastic Press. Twelve-year-old Hattie develops a sensitive friendship with her Uncle Adam, a man challenged by schizophrenia and autism, during the remarkable summer he comes to live at her family's boarding house. A Newbery Honor Book, 2003.

Tru Confessions by Janet Tashjian. 1997. Henry Holt and Company (BYR). Told through diary entries, twelve-year old Tru creates a film documentary highlighting the life of her developmentally delayed twin brother.

Me and Rupert Goody by Barbara O'Connor. 1999. Farrar, Straus and Giroux. Set in the Smoky Mountains, eleven-year-old Jennalee's world is turned upside down when a man with developmentally delays arrives in town, claiming to be the son of the grocer Jennalee looks up to as her best friend.

The Summer of the Swans by Betsy Byars. 1970. Viking Juvenile. Fourteen-year-old Sara Godfrey and her developmentally delayed brother Charlie love to watch the swans on a local lake, until Charlie disappears one day and Sarah must reach past herself to find him. Winner of the Newbery Award, 1971.

Nonfiction:

Views From Our Shoes: Growing Up With A Brother or Sister with Special Needs by Donald J. Meyer. 1977. Woodbine House. This book is a collection of honest, small essays written by siblings of children with a broad range of special needs.