



## **No More Pranks**

Monique Polak

Reading level: 4.0

978-1-55143-315-8 PB

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AR Quiz # 83810

### **Book Summary**

Constantly in trouble for pulling pranks, Pete is sent to live with his Uncle John and Aunt Daisy who own and operate a kayaking tour business and a bed-and-breakfast. Pete works hard for his uncle, but he continues pulling pranks that hurt others. When he meets Rosalie, the girl next door, they develop a friendship while visiting the local sites and watching the whales. On an overnight trip, Pete discovers a whale that has been injured by a motorboat, and together, he and Rosalie make a plan to capture the man guilty of injuring the whale. Ironically, Pete's pranks come in handy as he and Rosalie put their plan into action and lead police to capture the man responsible.

### **Prereading Idea**

Whale watching can be exciting, exhilarating and awe-inspiring. Ask students to visit the websites below to fully understand the experience and to see photographs of kayaks and Zodiac boats. After visiting the websites, ask students to make a list of the differences between the two types of boats and to form an opinion about which type would be best to watch whales from and why. Have students write and present a one-minute commercial describing the whale-watching experience in what they consider to be the better of the two boats.

[www.fundytiderunners.com/index.php](http://www.fundytiderunners.com/index.php)

[www.realadventures.com/slideshow/1183693/1](http://www.realadventures.com/slideshow/1183693/1)

**Connecting to the World—Writing and Research Ideas**

- Monique Polak conducted extensive research on whales in order to write this book: she informs readers that the beluga and humpback whales are endangered species; she references minke and sperm whales; and she discusses how whales communicate. Ask students to select a partner and a topic to research related to whales. Students should be prepared to present their information to the class using a visual aid, such as a PowerPoint presentation, hand puppets or a 3-D model.
- After reading book reviews, ask students to write their own book review for *No More Pranks*. The following websites publish reviews for young adult books and offer helpful guidelines for writing reviews.

[www.yabookscentral.com/cfusion/index.cfm?fuseAction=books.reviews](http://www.yabookscentral.com/cfusion/index.cfm?fuseAction=books.reviews)  
[www.teenreads.com](http://www.teenreads.com)  
<http://leo.stcloudstate.edu/acadwrite/bookrev.html>

After writing their review, students can post them at: [www.amazon.com](http://www.amazon.com)

**Connecting to the Text—Elements of the Novel*****Theme***

Theme is not the subject of the work, it is an insight about life or human nature. Based on this definition of theme, ask students to determine the theme of *No More Pranks*. List their ideas on the blackboard, and from those ideas ask them as a group to select the most concise and appropriate theme for the novel. Have each student write a paragraph that connects the theme to a personal experience or to another literary work. Post the theme and the students' connections in the classroom.

***Character***

Characters can be classified several ways—main or minor, flat or round, and static or dynamic. Divide students into groups of four. Ask each group to define these terms, and based on their definitions, ask them to determine which category(s) the characters in *No More Pranks* belong in. Each group should come to a consensus and be prepared to share and justify their choices to the class.

***Setting***

The setting of *No More Pranks* plays an important role in the story and makes a strong contribution to the story's overall impact on the reader. In pairs, ask one student to draw a map of the area surrounding Tadoussac, including the St. Lawrence and Saguenay Rivers. Then have the other student select one descriptive passage from the book and draw a picture of the place described by the author. Display the drawings and map in the classroom.

### Connecting to the Students—Discussion Questions

1. Pete says of himself, “When I say I’m good, I mean I’m bad. Real bad.” What does he mean by this? How does he prove this statement wrong?
2. As punishment for his prank on Mr. Quincy, Pete is suspended for five days, has to switch high schools and must spend the summer in Tadoussac, isolated from his friends. How would the school officials and his parents justify this harsh punishment? Does his punishment fit the crime? Why or why not?
3. In chapter 2 and again in chapter 6, Pete thinks about his motivation to pull pranks. What does he determine is the reason? How does understanding why he pulls pranks help him to change?
4. Rosalie seems to be the only person Pete’s age in Tadoussac, and they quickly develop a relationship that benefits them both. What impact does Rosalie make on Pete? How does she help him discover his true character?
5. In chapter 14, Pete realizes that “...when you’re really dreading something, it can end up surprising you.” What does he mean? How does this statement relate to his experience in Tadoussac?

### Writer’s Craft

#### *Simile*

A simile is a tool writers use to compare one concept using *like* or *as* to another generally unrelated concept but with one strong similarity between the two. Ask students to read the following paragraphs, paying close attention to the similes.

*...his face looked like a purple balloon about to explode.*

*...the pine tree outside my window was tottering in the wind like an old drunk.*

Ask students to find other examples of similes in the book, and then find a situation in the book about which they can write their own simile. Have students write and illustrate their simile and display the students’ work in the classroom.

### Author Biography

**Monique Polak** teaches writing and English literature in Montreal, where she lives with her husband and daughter. She is also a freelance writer for the *Montreal Gazette* and the *Montreal Business Magazine*.