

pretty IN PUNXSUTAWNEY

LAURIE BOYLE CROMPTON

EDUCATOR'S GUIDE

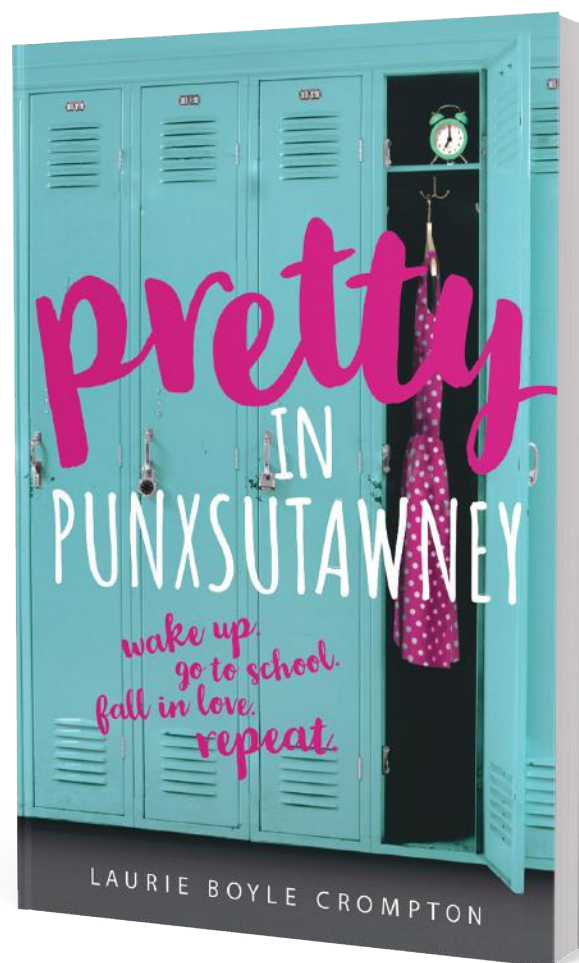


Laurie Boyle Crompton

is the author of several YA books, including *Adrenaline Crush* and *Love and Vandalism*.

Laurie graduated first in her class from St. John's University with a BA in English and Journalism. She has written for national

magazines like Allure, survived a teaching stint at an all-boy high school, and appeared on Good Day New York several times as a toy expert. And yes, "toy expert" is an actual profession. She grew up in a small town in western PA and now lives near NYC with her family and one enormous and very fuzzy "dog toy expert" named Baxter Bear.



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PRE-READING QUESTIONS

DIRECTIONS: Have students answer the following questions individually. Tell students to keep their responses to reflect upon while reading and after completing the novel.

1. Reflect on your first day of high school. Write a three to four paragraph description of your first day. Focus on including vivid imagery to help the day come alive for your reader.

[CCSS.ELA-Literacy.W.9-10.3, W.9-10.4, W.9-10.10]

2. Define the term “clique.”

[CCSS.ELA-Literacy.L.9-10.4]

3. Consider whether you feel your friend group is actually a clique. Explain why or why not.

[CCSS.ELA-Literacy.W.9-10.2, W.9-10.10]

4. Define the term “meet-cute.”

[CCSS.ELA-Literacy.L.9-10.4]

PRE-READING ACTIVITY

1. Practice Writing an Exposition

a. **Description:** Students will write the exposition of a short story, where the two characters experience a meet-cute.

b. **Supplies:** writing utensils, paper, and computers

c. **Directions:** Write the exposition of a short story, where the two characters experience a meet-cute.

d. **Extension Activity:** Students will continue the story.

[CCSS.ELA-Literacy.W.9-10.3, W.9-10.4, W.9-10.10]

2. *Pretty in Pink* Viewing

a. **Description:** Students will watch *Pretty in Pink* as a class. The teacher may want to pause for discussion during viewing.

b. **Supplies:** *Pretty in Pink* movie and viewing device

c. **Directions:** Watch the movie making sure you understand major point points.

[CCSS.ELA-Literacy.RL.9-10.7]

DURING-READING DISCUSSION

DIRECTIONS: The teacher will facilitate a discussion with the students using the following questions as the story progresses.

[CCSS.ELA-Literacy.SL.9-10.1, SL.9-10.6; CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.10]

CHAPTERS ONE-FOUR

- Describe your initial impression of the three main characters.
- Why do you think the author chose to include the flashback to the meet-cute?
- Which moment in Chapter Two is pivotal to foreshadowing what is about to happen?
- What about Andie's first day is similar to how your first day of high school was?

CHAPTERS FIVE-EIGHT

- What did you expect from Andie's second first day?
- Do you think this day seems to be going better or worse than the initial one? Explain.
- Discuss how Andie's different demeanor affects the relationships being formed.

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- Do you agree with Andie pretending not to know the answer in her English class?
- Andie is recognizing different dynamics between the different tables in the cafeteria. Are the differences she is seeing similar to ones you see in your own high school cafeteria?
- What do you think about Andie's attempt to represent herself differently yet again on the third and fourth first days?
- Do you agree with Andie that she has to find true love's first kiss?
- Do you think Colt is the true love Andie is looking for? Why? Why not?

CHAPTERS NINE-TWELVE

- Why do you think it is important to the storyline for Andie to keep noticing the dichotomy between the different groups at her school?
- Did you see any foreshadowing leading up to the events at the party?
- How are Andie's views of the students at the school changing? Are yours changing with hers?
- Do you think Andie is going to be able to cross social barriers with the plans she is making?
- Andie is continually meeting new people. Choose one character you find similar to someone you know and explain how they are similar.

CHAPTER THIRTEEN-SIXTEEN

- Andie seems to be slowing finding groups of people she likes. Who do you think she likes the most?
- With whom does Andie seem to be jiving with in this chapter?
- In Chapter Fourteen, why is Andie upset?
- What do you think of Andie's plan in this Chapter Sixteen?
- Predict the ending.

CHAPTER SEVENTEEN-NINETEEN

- What do you think Andie realizes through her conversation with Tom at the conclusion of this Chapter Seventeen?
- What is being foreshadowed during Andie and her mom's conversation about the ending of *Pretty in Pink*?

CHAPTER TWENTY-TWENTY-TWO

- Did you think Andie was experiencing her last first day in Chapter Twenty? Why? Why not?
- Discuss the symbolism of Andie wearing her pink polka dot dress to school again. Is this how you expected the book to end? Why? Why not?
- What comment does the book make about society?

POST-READING QUESTIONS

DIRECTIONS: Have students review their peer-reading questions and during-reading questions prior to answering the questions below individually. While they are answering, ask them to think about whether any of their thoughts have changed since reading the novel.

1. Which part of the story resonated with you most and why?
[CCSS.ELA-Literacy.W.9-10.2, W.9-10.10; CCSS.ELA-Literacy.RL.9-10.1]
2. Review the reflection you wrote prior to reading the novel. How does Andie's experience mirror your own?
[CCSS.ELA-Literacy.W.9-10.2, W.9-10.10]

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3. Describe the symbolism of the pink polka dot dress in the story. What does it represent?

[CCSS.ELA-Literacy.W.9-10.1, W.9-10.9, W.9-10.10; CCSS.ELA-Literacy.RL.9-10.1, RL.9-10.4]

POST-READING ACTIVITIES

1. Come One, Come All

a. **Description:** Students will design a mock event they think will be intriguing to all types of people at their school. Students will also explain why they think the event will be appealing to different types of people.

b. **Supplies:** writing utensils, paper, computers, and craft supplies

c. **Directions:** Design a mock event that all types of individuals at your school will be interested in attending. Create a poster for your event that you think will be appealing.

d. **Extension Activity:** Explain why your event is appealing to various types of people and why it will be enjoyable.

[CCSS.ELA-Literacy.W.9-10.6, W.9-10.9, W.9-10.10]

2. Allusion Research

a. **Description:** Students will research the various allusions made to movies in the novel; i.e. *Groundhog Day*, *The Breakfast Club*, and *Pretty in Pink*.

Students will then explain how the allusions add to their understanding of the novel. They will look for parallels between the different stories and craft a brief analysis comparing one of the movies to the book.

b. **Supplies:** writing utensils, paper, and computers

c. **Directions:** Research the movies alluded to in the novel looking for comparisons to Andie's experience. Explain how the allusions add to your understanding of the novel. Consider how the movies and the books parallel each other. Then, write a two-three paragraph analysis comparing one of the movies to the novel. Be sure to cite your sources.

d. **Extension Activity:** Create a comparison chart between all the movies and the novel including bulleted explanations.

[CCSS.ELA-Literacy.W.9-10.2, W.9-10.7, W.9-10.8, W.9-10.9, W.9-10.10; CCSS.ELA-Literacy.RL.9-10.7]