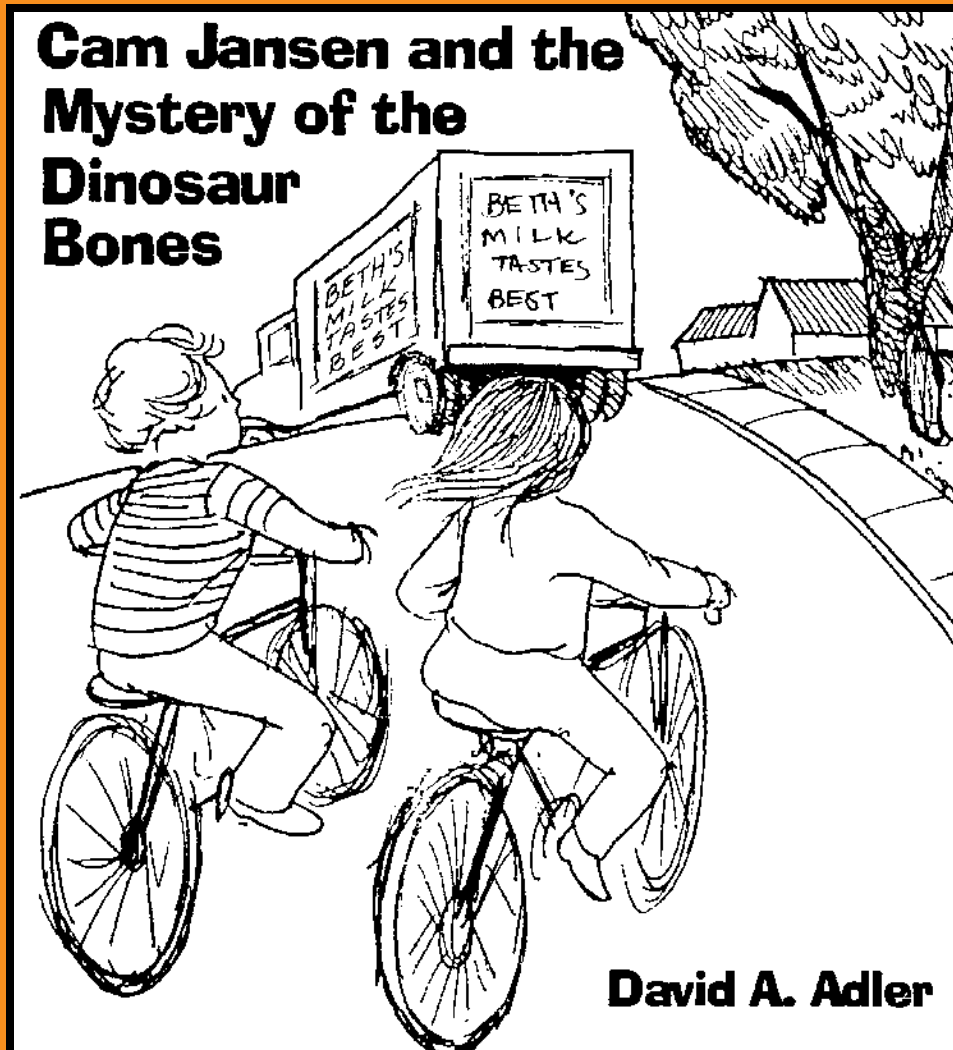


Novel•Ties



A Study Guide

Written By Bea Davis

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

P.O. Box 326 • Cranbury • New Jersey 08512

TABLE OF CONTENTS

Synopsis	1
Pre-Reading Activities	2
Chapter 1.	3 - 4
Chapter 2.	5 - 8
Chapter 3.	9 - 11
Chapter 4.	12 - 13
Chapter 5.	14 - 15
Chapter 6.	16 - 17
Chapter 7.	18 - 19
Chapter 8.	20 - 21
Chapter 9.	22 - 23
Cloze Activity	24
Post-Reading Activities	25
Suggestions For Further Reading.	26
Answer Key	27 - 28

Novel-Ties® are printed on recycled paper.

The purchase of this study guide entitles an individual teacher to reproduce pages for use in a classroom. Reproduction for use in an entire school or school system or for commercial use is prohibited. Beyond the classroom use by an individual teacher, reproduction, transmittal or retrieval of this work is prohibited without written permission from the publisher.

For the Teacher

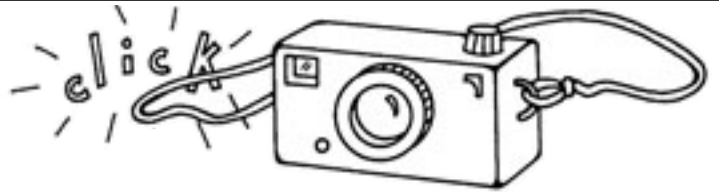
This reproducible study guide consists of lessons to use in conjunction with the book *Cam Jansen and the Mystery of the Dinosaur Bones*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel on its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for guided reading by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter or group of chapters; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits will be transferred to the books students read independently. Passive readers become active, avid readers.

CHAPTER 1



Vocabulary: Sometimes a word sounds just like the thing it is naming.
For example:

slurp — the sound of drinking milk through a straw

click — the sound of a camera taking a picture

What sounds do these words stand for?

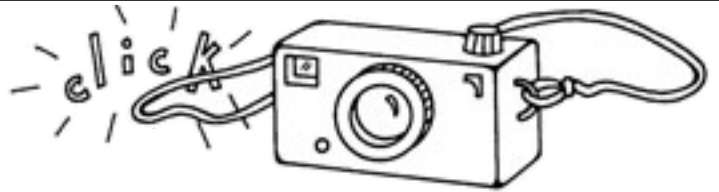
1. quack _____
2. squash _____
3. chuckle _____
4. screech _____
5. whisper _____
6. honk _____
7. tap _____
8. hush _____

Read to find out where Cam goes on a class trip.

Questions:

1. Why does Ms. Benson tell her class to put away their cameras?
2. Why doesn't Cam care about the "no camera" rule?
3. How did Jennifer get her nickname?
4. What does Cam remember about Eric when she closes her eyes?
5. Who is Janet Tyler?

CHAPTER 2



Vocabulary: Many words in the English language are not spelled the way they sound. Answer the riddles that follow with words from this chapter that have odd spellings.

For example:

What is a word that
starts like gum
and rhymes with ride?

[Answer]

guide

1. What is a word that
starts like win
and rhymes with say?

2. What is a word that
starts like land
and rhymes with staff?

3. What is a word that
starts like rat
and rhymes with kite?

Read to find out what is wrong with a dinosaur skeleton.

Questions:

1. How do museums make models of dinosaurs if they do not find all of the bones?
2. What will Ms. Tyler be doing when she goes on a “dinosaur hunt?”
3. What does Cam notice about the tail of the Coelophysis?