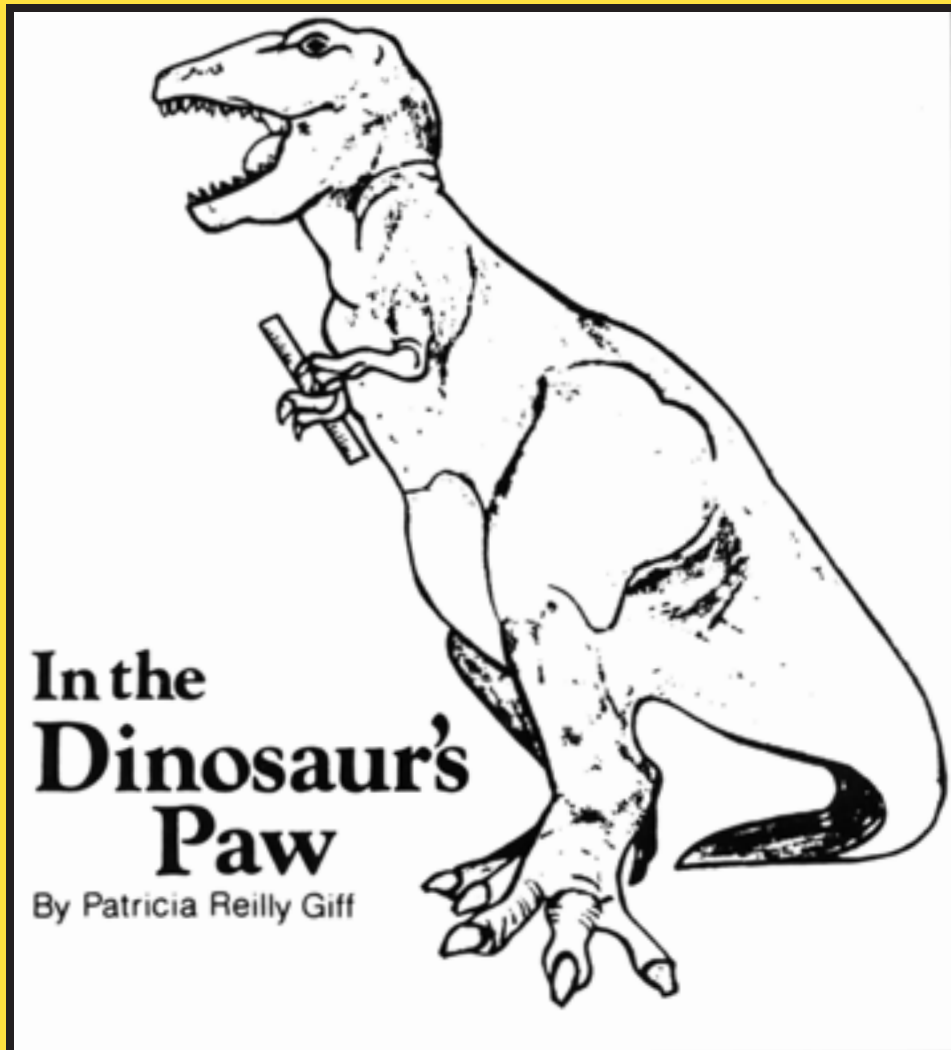


Novel·Ties



A Study Guide

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LEARNING LINKS

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TABLE OF CONTENTS

Synopsis 1

Pre-Reading Activities 2

Chapter 1 3 - 5

Chapter 2 6 - 7

Chapter 3 8 - 9

Chapter 4 10 - 11

Chapter 5 12 - 13

Chapter 6 14

Chapter 7 15 - 16

Chapter 8 17 - 18

Chapter 9 19 - 20

Chapter 10 21 - 22

Cloze Activity 23

Post-Reading Activities 24

Book Review 25

Suggestions For Further Reading 26

Answer Key 27 - 28

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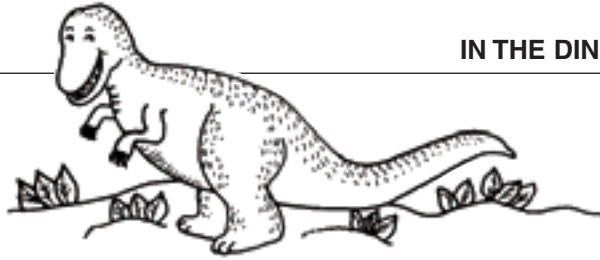
For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *In the Dinosaur's Paw*. 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 at 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 reading development 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; 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, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.



CHAPTER 1

Vocabulary: Many words have more than one meaning. The meaning of a word may depend on how it is used in a sentence. Look at the meanings for each word. Then write the letter of the meaning that best fits each of the sentences below.

ruler

- a. stick used for measuring
- b. someone who governs

1. The people chose to make him ruler of the country. _____
2. The ruler was twelve inches long. _____

poked

- a. hit
- b. stuck, placed

3. She poked him in the nose with her fist. _____
4. He poked his head in the door to see who was home. _____

dresser

- a. person who wears clothes
- b. piece of furniture to hold clothing

5. The dresser was made of wood and had three drawers. _____
6. Everyone at school says that she is a neat dresser. _____

tore

- a. pulled apart
- b. ran fast

7. The dog tore down the stairs when its master came home. _____
8. He tore the paper and gave me half. _____

bark

- a. loud noise a dog makes
- b. outside layer of a tree trunk

9. The bear scratched its back on the bark of the tree. _____
10. Spotty's bark told us that someone was at the door. _____

Chapter 1 (cont.)

Writing Activity:

Pretend you are going to school with your friend. Write a short conversation about something you did yesterday.

_____:
(your name)

_____:
(your friend's name)

_____:
