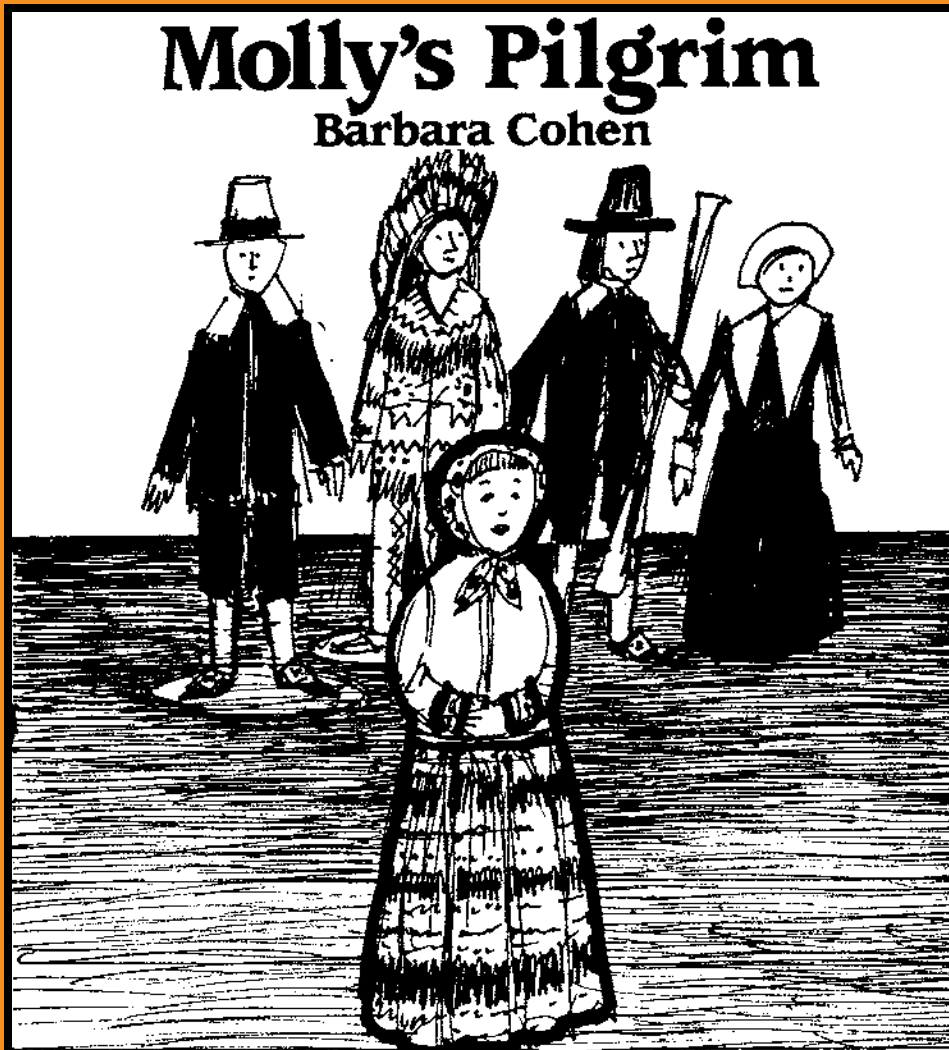


Novel·Ties



A Study Guide

Written By Anne Spencer

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

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

TABLE OF CONTENTS

Synopsis	1
Background Information	2
Glossary	3
Pre-Reading Activities	4 - 5
Part 1	6 - 7
Part 2	8 - 9
Part 3	10 - 11
Cloze Activity	12
Follow-Up Activities	13 - 15
Suggestions For Further Reading	16
Answer Key	17

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 to use in conjunction with *Molly's Pilgrim* consists of lessons for guided reading. 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.

GLOSSARY

In *Molly's Pilgrim*, Molly and her family often speak Yiddish at home. The Yiddish words in the text are easily understood in context, and are presented in transliteration.

<i>Malkeh</i> (mahl -kuh-luh)	affectionate diminutive name, “my little Molly.” Molly’s Yiddish name was probably Malka. The form <u>-eleh</u> can be added to a name or part of a name to make a pet name, as <u>-y</u> or <u>-ie</u> is added to names in English. Thus “Lisa” could be “Liseleh.” The Yiddish word <i>maideleh</i> means “a little girl.”
<i>bagel</i> (bay -gul)	hard, glazed roll with a hole in the middle
<i>kibitz</i>	give unwanted advice
<i>klutz</i>	clumsy person
<i>maven</i> (may -vin)	person who is well-informed about a subject
<i>megillah</i> (muh-gil -a)	long, involved story
<i>nosh</i>	snack
<i>nu</i> (noo)	used as an introductory word, meaning “so” or “well”
<i>oi</i> (oy)	used as an interjection, such as “oh, oh my.” Also spelled <u>oy</u>
<i>paskudnyaks</i> (pass-kood -nee-acks)	nasty or mean people
<i>shaynkeit</i> (shyn -kite)	beauty, or a beautiful person. Also spelled <u>sheynkeit</u> , or <u>sheinkeit</u>
<i>Sukkoth</i> (suk -ot)	Jewish harvest festival lasting eight days. Also spelled <u>Succoth</u> , <u>Sukot</u> , <u>Sukkos</u> , and <u>Sukkot</u> .

Pre-Reading Activities (cont.)

7. Think about a time when you had to go to a new place. Perhaps it was your first day of school or a time when your family moved. How did you feel? Did you know anyone else? Did someone help you find your way around? Was it hard to make new friends? Try to remember how you felt as you read *Molly's Pilgrim*.
8. Make a class chart, such as the one below, to list the many languages the families of your classmates speak. Write the way you say each word in the languages on the chart.

	Yiddish			
mother	<i>mamme</i>			
father	<i>tatte</i>			
sister	<i>shvester</i>			
brother	<i>bruder</i>			
girl	<i>meydel</i>			
boy	<i>yingel</i>			
bread	<i>broyt</i>			
water	<i>vasser</i>			
night	<i>nacht</i>			
day	<i>tog</i>			

9. Were there any new children in your class this year? Did you do anything to make this newcomer feel welcome? If you had another chance, is there anything else you might have done? If you were new to a neighborhood or a classroom how would you want to be treated by the other children?