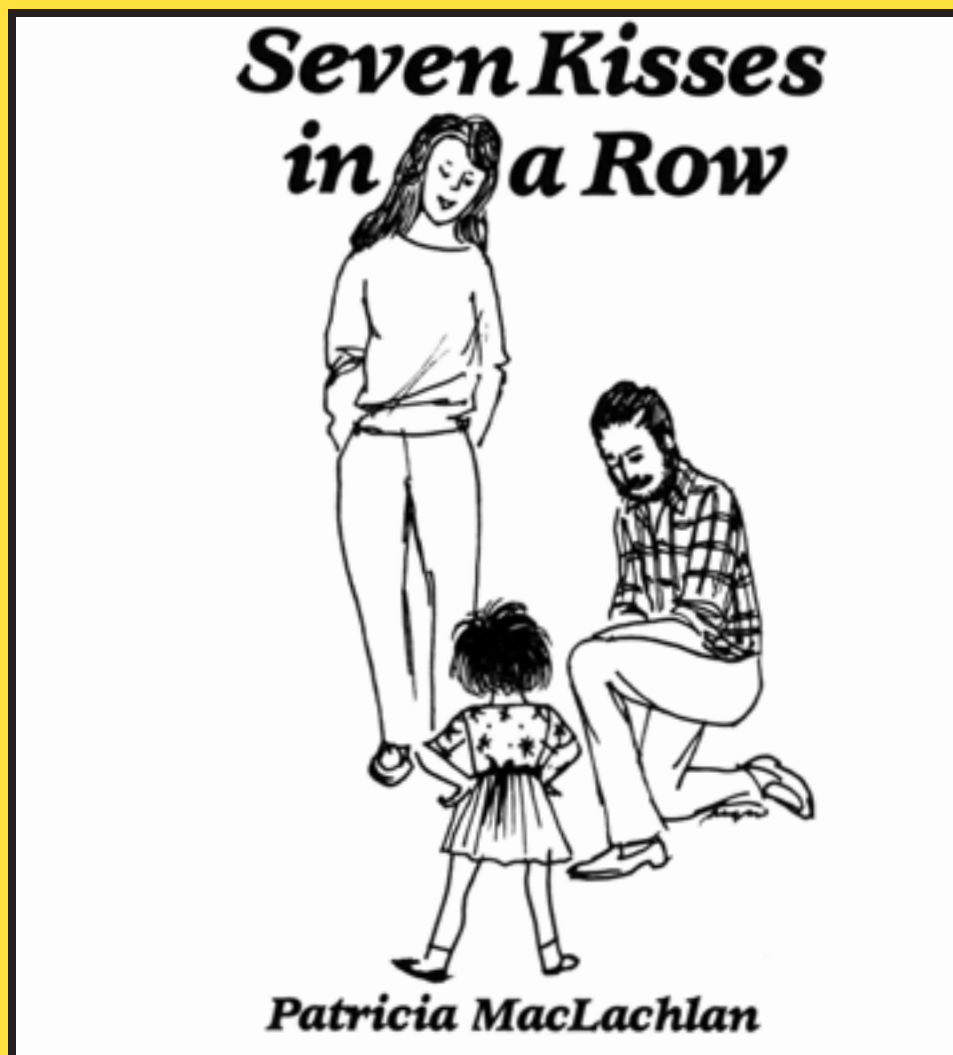


Novel·Ties



A Study Guide

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LEARNING LINKS

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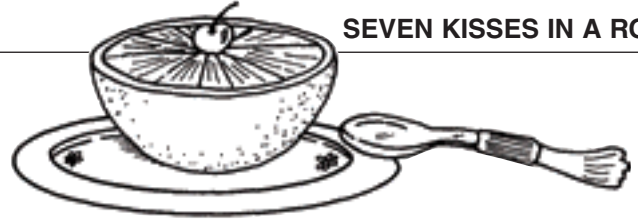
For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *Seven Kisses in a Row*. 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.



SEVEN KISSES IN A ROW

Vocabulary: Draw a line from each word on the left to its meaning on the right. Then use the numbered words to fill in the blanks in the sentences below.

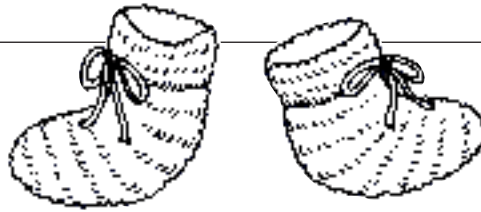
- | | |
|------------|---------------------------------------------------------|
| 1. waved | a. looked angry |
| 2. yawn | b. moved with a sudden jerking motion |
| 3. frowned | c. gave a hand signal |
| 4. twitch | d. open the mouth to breathe in as a sign of sleepiness |

.....

- The dark clouds and gray sky made the puppy _____ nervously.
- I _____ in greeting as my neighbor walked by my house.
- She knew it was time for bed when she began to _____ sleepily.
- The young boy _____ when he realized that summer vacation had come to an end.

Questions:

- Why is the morning this story begins different from other mornings for Emma?
- Why does Emma feel unloved and unwanted this morning?
- Why does Emma run away?
- Where does Zachary find Emma?
- What makes Emma feel better?



RULES

Vocabulary: Contractions are two words that have been shortened and joined together to form a new word. Find two words from the Word Box that form each of the following contractions and write them on the lines to the right. Then use the contractions to fill in the blanks in the sentences below.

WORD BOX

I
is
am
you
will
not
it
would
are
are
I

1. you're = _____ + _____
2. it's = _____ + _____
3. I'll = _____ + _____
4. I'm = _____ + _____
5. wouldn't = _____ + _____

.....

1. "Do you see what _____ doing?" asked the little girl as she skated past the house..
2. "_____ one of my friends," said Jim as he answered the door.
3. "_____ walk to school with you," said Adam.
4. "_____ my best friend," said Lisa to Annie.
5. "Why _____ you come when I called?" asked mother.

Questions:

1. How are Aunt Evelyn and Uncle Elliot different from Emma's parents?
2. What secret does Emma learn about Aunt Evelyn?
3. How does Emma help Aunt Evelyn?
4. Why does Uncle Elliot decide to break his rule about exercising twice a day?
5. What household rule do Uncle Elliot and Aunt Evelyn agree is wonderful?