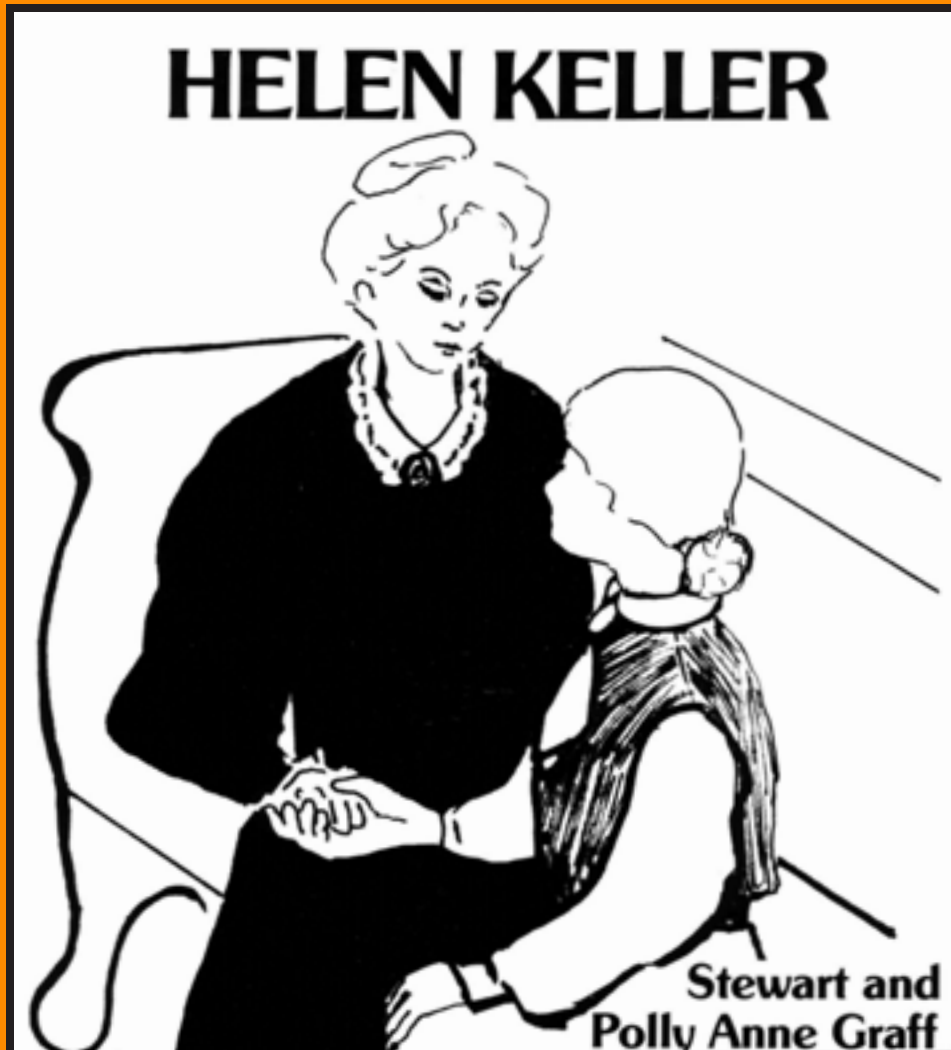


Novel·Ties



A Study Guide

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LEARNING LINKS

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TABLE OF CONTENTS

Synopsis	1 - 2
Background Information	2
Pre-Reading Activities	3 - 4
Chapter 1	5 - 6
Chapter 2	7 - 8
Chapter 3	9 - 10
Chapter 4	11 - 12
Chapter 5	13 - 14
Chapters 6, 7	15 - 16
Chapters 8, 9	17 - 18
Chapters 10	19 - 20
Cloze Activity	21
Post-Reading Activities	22
Book Review	23
Suggestions For Further Reading	24
Answer Key	25 - 26

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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *Helen Keller*. 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.

PRE-READING ACTIVITIES

1. **Cooperative Learning Activity:** To simulate the experience of identifying objects without using the sense of sight, work in cooperative learning groups to fill a large bag or carton with about fifteen different familiar objects. Close the box but leave a hole in the top large enough to put a hand inside. Exchange boxes with another group and identify objects using only the sense of touch.
2. Invite someone who speaks a language you do not know to come to your class. Listen carefully while that person speaks to the class in the other language about any topic. Try to figure out what the person might be saying by watching the speaker's facial expressions and gestures.
3. For one full day, do not look at yourself in the mirror. Write down in your journal how it feels not to see your own reflection.
4. Sign language is a way to communicate without speaking. Some signs represent whole words and others represent letters. Using the hand positions shown below, learn to say your own name in sign language. Teach yourself "Hello" and "Goodbye" and use these signs each day for one week.



CHAPTER 1

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. pasture | a. vine-covered enclosure |
| 2. brambles | b. shaking |
| 3. arbor | c. thorny shrubs |
| 4. vibration | d. particular look |
| 5. expreSSIOOn | e. field for grazing animals |

.....

1. In the spring, roses bloomed in the _____.
2. A pony whinnied in the _____.
3. An angry _____ appeared on the little girl's face when she didn't get the toy she wanted.
4. The loud drum beat caused a(n) _____ that everyone could feel.
5. Stay away from the _____ in the garden or you will get hurt.

Read to learn about Helen Keller's early years.

Questions:

1. What happened to Helen Keller when she was a baby? How did this affect her life?
2. How did Helen's parents deal with their child? Do you think they did the right thing?
3. What was Helen's biggest problem? How did she get what she wanted?