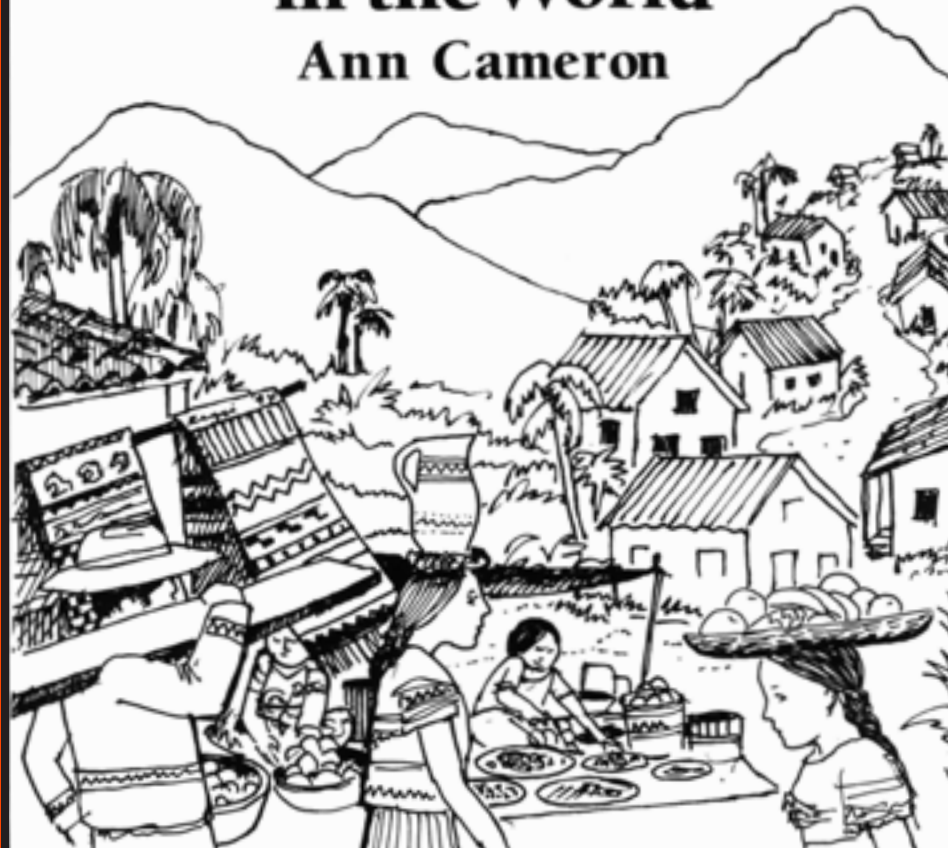


Novel·Ties

The Most Beautiful Place in the World

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A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide to use in conjunction with a specific novel 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 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 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.

Pre-Reading Activities (cont.)

3. **Cooperative Learning Activity:** Work with a small group to research and report on one of the following:

- people of Guatemala
- geography and climate of Guatemala
- ways people earn a living
- history of Guatemala

4. There are some things that we need in order to live and other things that we want to make us happy.

List some of the things that you *need* and some of the things that you *want* on the chart below. Save this list until you finish the book so you can compare your answers to those of the main character in the book.

Things I Need	Things I Want

5. Find out if anyone in your class is from Guatemala or a neighboring country in Central America. Invite parents to come and tell about their country, show handicrafts, and share a favorite recipe.
6. What, in your view, is the most beautiful place in the world? Write and illustrate a paragraph describing your idea of the most beautiful place in the world.

Pages 13 – 23 (cont.)

Read to find out why Juan loved his city of San Pablo.

Questions:

1. Why did Juan think the town of San Pablo was beautiful?
2. At night, why did Juan like to look at the lights from the fishing boats and the stars in the sky?
3. How did the people of San Pablo spend their time at night? What did Juan mean when he said, “Stories are important here, and cars aren’t”?
4. How did Juan and his mother come to live in his grandmother’s home? Why did Juan like living there?

Questions for Discussion:

1. How is San Pablo similar to the place where you live? How is it different? Which do you like better?
2. Would you like to know Juan’s grandmother? What do you like about her? Do you have a grandparent or do you know another adult who is like her?

Art Activity:

The author tells about San Pablo and the area around it. She describes the land, the colors, the animals, and the people. Reread these pages and then use crayons or pastels to draw a picture showing the area around San Pablo.

Writing Activity:

Imagine you are Juan and write a letter to a pen pal in the United States. In this letter, invite your friend to visit you in San Pablo. Tell your friend why he or she might like to come.