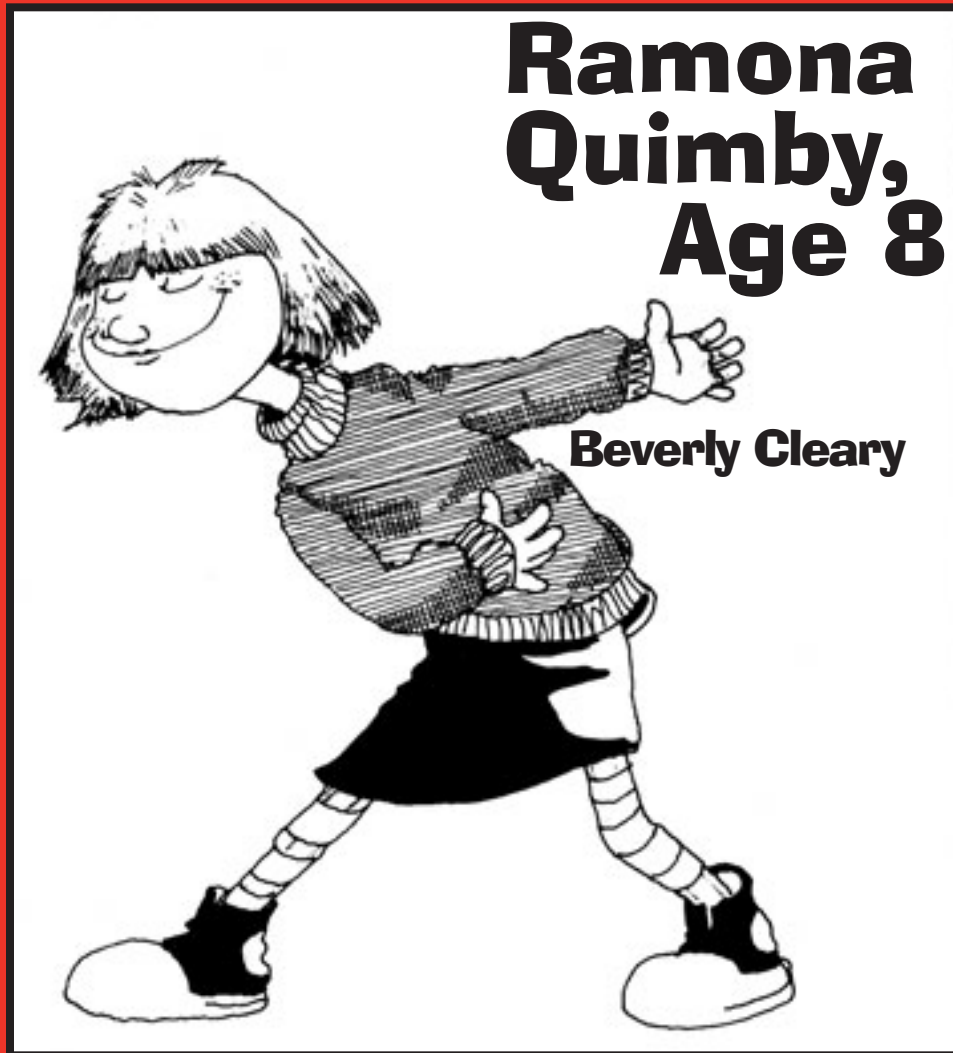


# Novel·Ties



## 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 the book, *Ramona Quimby, Age 8*, 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.

## Pre-Reading Activities (cont.)

7. **Cooperative Learning Activity:** Work with a cooperative learning group to fill in the following chart, showing the advantages and disadvantages of being the youngest, the oldest, the middle, or the only child in a family.

	<b>Advantages</b>	<b>Disadvantages</b>
<b>Youngest</b>		
<b>Oldest</b>		
<b>Middle</b>		
<b>Only Child</b>		

What is your place in your family? \_\_\_\_\_

What do you think is the best place? \_\_\_\_\_

What do you think is the worst place? \_\_\_\_\_

## Chapter 1 (cont.)

### Questions:

1. Why is Ramona excited about her first day of school?
2. Why is Ramona's father also going back to school? Why is he so happy about doing this?
3. Why doesn't Ramona want to stay at the Kemps' house after school? Why does she agree to continue going there?
4. Why is Ramona glad that the teachers at her new school do not know Beezus? What kind of student is Beezus? What kind of student is Ramona?
5. Why does Ramona remain silent when Danny kicks the back of her seat? What makes her finally yell at him? Why is Ramona's eraser special to her?
6. How is Mrs. Whaley different from the teachers Ramona had in the past? How does Ramona feel about her?

### Questions for Discussion:

1. What feelings did you have on your first day of school?
2. Have you ever been compared to a brother or sister or another relative at school? How did that make you feel?

### Social Studies Connection:

When Ramona looked out her schoolroom window, she saw Mount Hood. That places this story in northern Oregon. Go online or use an encyclopedia or atlas to find out all you can about Mount Hood. What is its altitude?

### Writing Activity:

Write about a special day. Tell why this day was important to you. Who was with you? Did it turn out the way you had imagined? Would you have done anything differently? What, if anything, did you learn from this important day?