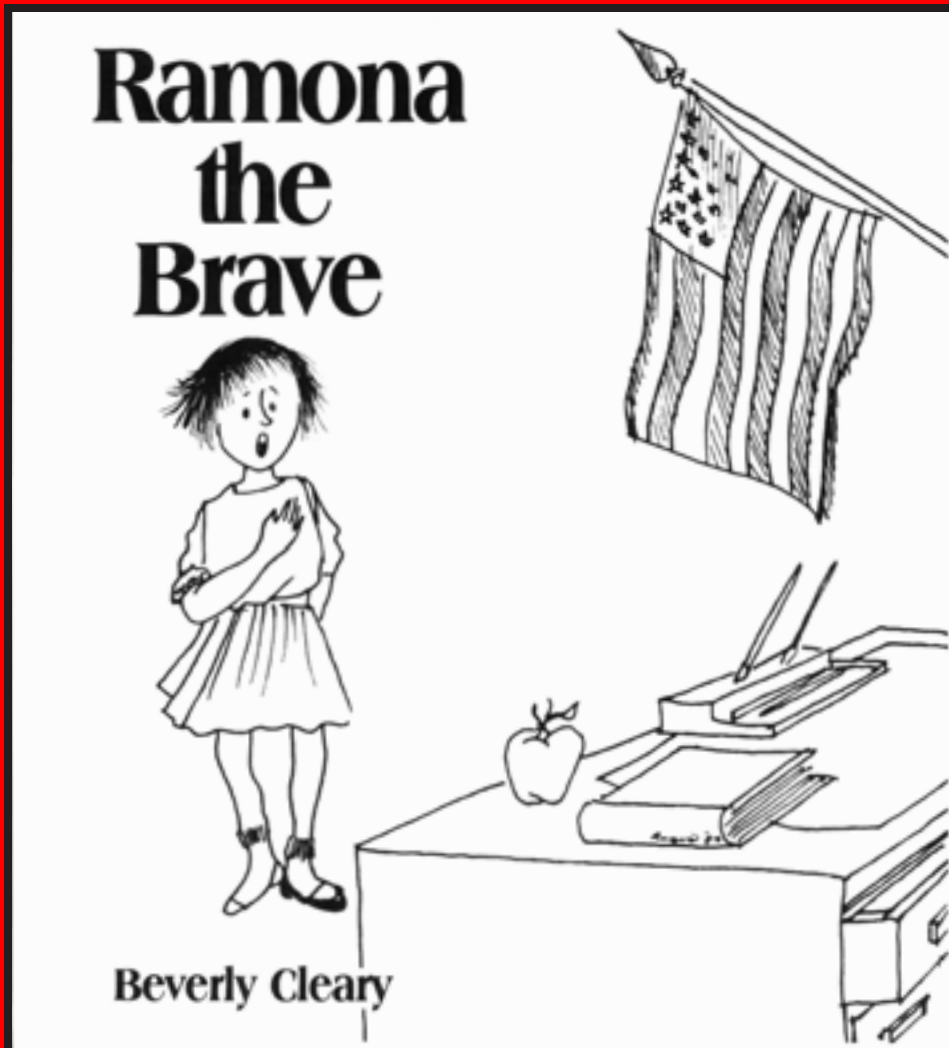


Novel·Ties



A Study Guide

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LEARNING LINKS

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TABLE OF CONTENTS

Synopsis	1
Pre-Reading Activities	2
Chapter 1	3 - 4
Chapter 2	5 - 6
Chapter 3	7 - 8
Chapter 4	9 - 10
Chapter 5	11 - 13
Chapter 6	14 - 15
Chapter 7	16 - 18
Chapter 8	19 - 20
Chapter 9	21 - 22
Cloze Activity	23
Post-Reading Activities	24
Book Review	25
Suggestions For Further Reading	26
Answer Key	27 - 28

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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.

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. errands | a. trust in oneself |
| 2. triumphant | b. quiet; controlled |
| 3. reluctant | c. extremely annoying |
| 4. subdued | d. victorious; successful |
| 5. confidence | e. short journeys for specific purposes |
| 6. exasperating | f. unwilling |

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- It was _____ to have to tell my little sister over and over again that she must not touch my clothes.
- My friends understood that I had to complete my _____ before I could meet them at the playground.
- When you are in the library, please speak in a(n) _____ voice.
- Wondering whether the traffic would stop, I was _____ to cross the street.
- A(n) _____ smile crossed her face when she realized she was first across the finish line.
- My _____ was shattered when I knew that I would not finish my project in time as I had promised.

Read to find out how Ramona comes to her big sister's defense.

Questions:

- Why was Ramona eager to tell her mother what had happened in the park?
- How did Ramona feel about what had happened? Why?

CHAPTER 2: MRS. QUIMBY'S SECRET

Vocabulary: Synonyms are words with similar meanings. Draw a line from each word in column A to its synonym in column B. Then use the words in column A to fill in the blanks in the sentences below.

<u>A</u>	<u>B</u>
1. jaunty	a. excitement
2. public	b. open
3. indignant	c. lively
4. virtuous	d. angry
5. enthusiasm	e. moral

.....

- The audience's _____ for the play was shown by their long applause.
- I became _____ when the people seated behind me in the movie house continued talking once the film started.
- I walked to the auditorium with a(n) _____ step as I looked forward to receiving an award.
- The prisoner expected an early release for his _____ behavior.
- Once the state had bought the waterfront land, it became a(n) _____ park.

Read to find out why summer vacation was no longer boring for Ramona.

Questions:

- Why was Beezus angry at her sister Ramona?
- How did Ramona like to scare herself?
- What was the purpose behind Mrs. Quimby's mysterious errands?