

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 *Silver*. 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.

Background Information (cont.)

Dog-Sled Positions

Lead Dog

Swing Dogs

Team Dogs

Wheel Dogs



- | | | |
|------------|---|---|
| Lead Dog | – | Front position. Obeys commands and sets the pace. |
| Swing Dogs | – | Second position behind the lead dog. Obeys commands. |
| Team Dogs | – | All dogs between the swing and wheel dogs. |
| Wheel Dogs | – | Dogs in front of the sled. Must be strong because they are pulled around by the weight of the sled. |

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. peak | a. brave |
| 2. compete | b. gear which allows an animal to pull a vehicle |
| 3. mutt | c. crippled in a leg or foot |
| 4. harness | d. pointed top of a roof, graph, etc. |
| 5. courageous | e. strive to outdo another for a reward |
| 6. lame | f. dog of mixed breed |

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1. The Siberian husky is known to be a _____ breed of dog.
2. You need to train for months to _____ in the Iditarod race.
3. Extra dogs were taken along in case any became _____ before the race.
4. A _____ can be trained for a racing team if it is strong and brave.
5. The _____ of the mountain was always covered with snow.
6. The dog strained at his _____, anxious to start the race.

Questions:

1. What did Rachel mean when she said that in winter everyone looks to see “if the mountain is out”?
2. Why didn’t Rachel often play with her friends?
3. Why did Rachel’s father want her to play with the dogs?