

# Novel·Ties



## A Study Guide

Written By Joyce Friedland and Rikki Kessler

**LEARNING LINKS**

P.O. Box 326 • Cranbury • New Jersey 08512

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## For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *Maggie Marmelstein for President*. 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.

## CHAPTERS 1, 2

**Vocabulary:** Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- |                |  |
|----------------|--|
| 1. campaign    | a. sudden rush                                       |
| 2. candidate   | b. formally drawn request                            |
| 3. stampede    | c. one who seeks public office                       |
| 4. petition    | d. easily seen or noticed                            |
| 5. conspicuous | e. political rivalry by candidates for public office |

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1. We used bright colors and large lettering to make our sign more \_\_\_\_\_.
2. The \_\_\_\_\_ for class president made speeches, took part in a debate, and put posters all around the school.
3. I signed my friend's \_\_\_\_\_ so that he would be eligible to run for class president.
4. If you want your political \_\_\_\_\_ to get off to a good start, find a few people who will work hard to help get you elected.
5. During rush hour, people running for a train look like a \_\_\_\_\_ of horses.

### Questions:

1. Based upon the opening paragraph, how would you describe Thad's appearance and personality?
2. What are the sixth-grade campaign rules?
3. Why does Maggie comment that "Thad needs lots of managing"?
4. Why does Maggie prefer to be campaign manager rather than candidate?
5. Why doesn't Thad want Maggie to be his campaign manager?
6. What decision does Maggie make in the laundry room?

## CHAPTERS 3 - 5

**Vocabulary:** Use the context to figure out the meaning of each underlined word in the following sentences. Then look up the meanings in the dictionary. Use the chart below to record your answers.

1. I know I am healthy because I have good red blood, strong bones, muscles, and all kinds of stuff that can't be easily seen on the surface.
2. I suspect that something sneaky, demoralizing, unjust, or frightening is going on here.
3. Because he had a certain chair that he liked to sit in, most of the other kids in the cafeteria left it vacant for him.
4. I've already formed our beginning strategy to write down the name of every friend who might vote for you.
5. You should write down the name of every potential friend who might vote for you because each vote could make the difference between winning and losing.

	<b>Your Definition</b>	<b>Dictionary Definition</b>
1. surface		
2. demoralizing		
3. vacant		
4. strategy		
5. potential		

### Questions:

1. Why does Maggie think she would make a good class president?
2. Why does Noah sign Maggie's petition?
3. Why does Noah become Maggie's campaign manager?
4. What is Noah's first campaign plan?
5. Why does Thad accept Tamara's help in the campaign?