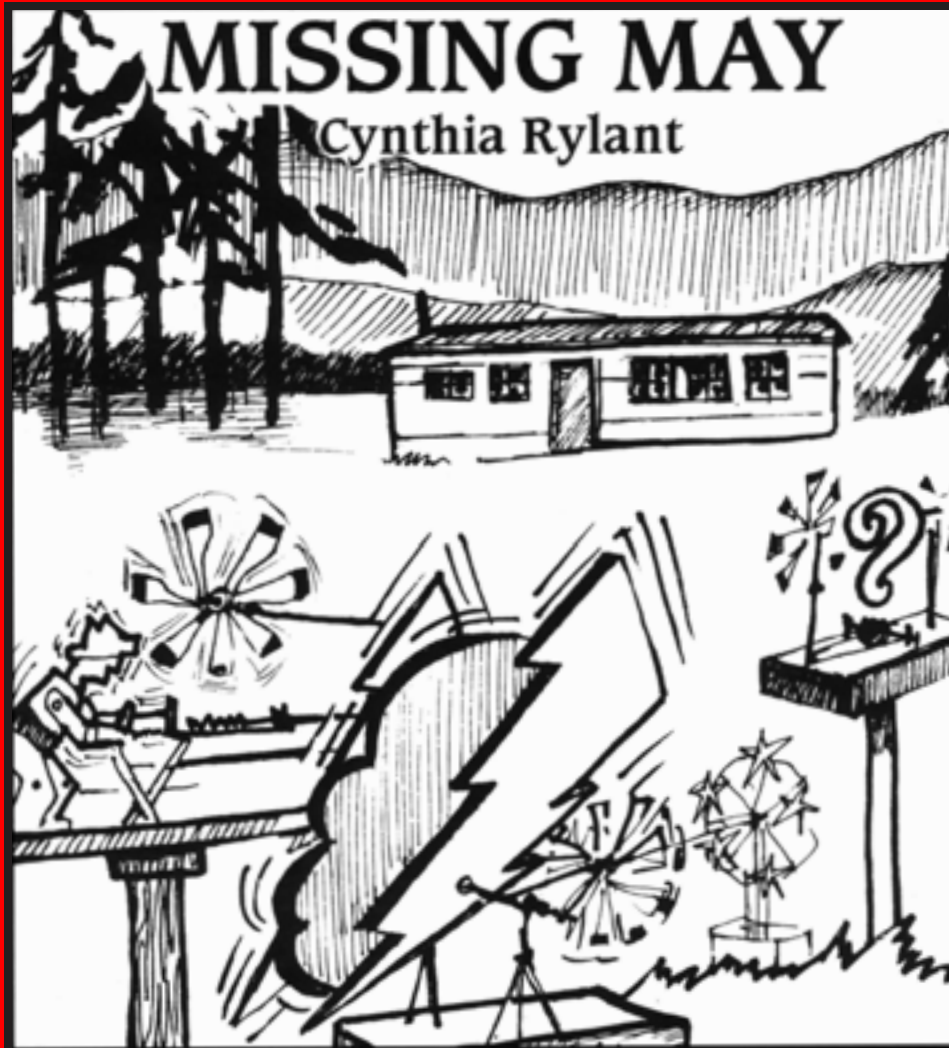


Novel·Ties



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 novel *Missing May* 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 own 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: 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. accidentally	a. planning
2. hoisted	b. fussy
3. particular	c. raised
4. greet	d. unintentionally
5. designing	e. welcome

.....

- The little girl felt happy to be in her new home when all the neighbors came out to _____ her.
- My toe was broken when I _____ dropped a heavy hammer on it.
- The children were so _____ about the food they ate that their grandmother feared they would starve.
- I am _____ a treehouse where I can go when I need to be alone.
- The heavy piano was _____ up to the second floor with a crane.

Read to find out why Summer came to live with May and Ob.

Questions:

- How old is Summer, the young girl in this story? How do you reach this conclusion?
- Why does Summer believe that her mother must have loved her deeply before she died?
- How does Summer feel about Ob and May's home?
- When she first came to the trailer, why did Summer feel as if she was home at last?
- What is a whirligig? In what ways do Ob's whirligigs differ from ordinary ones? What does Ob call them?

Chapter 1 (cont.)

Literary Element: Characterization

In the chart below, list what you know about each character you have met in the story. Add to this information as you continue to read the story. Add another important character to the chart when you encounter him in the novel.

Character	Information
Summer	
Ob	
May	