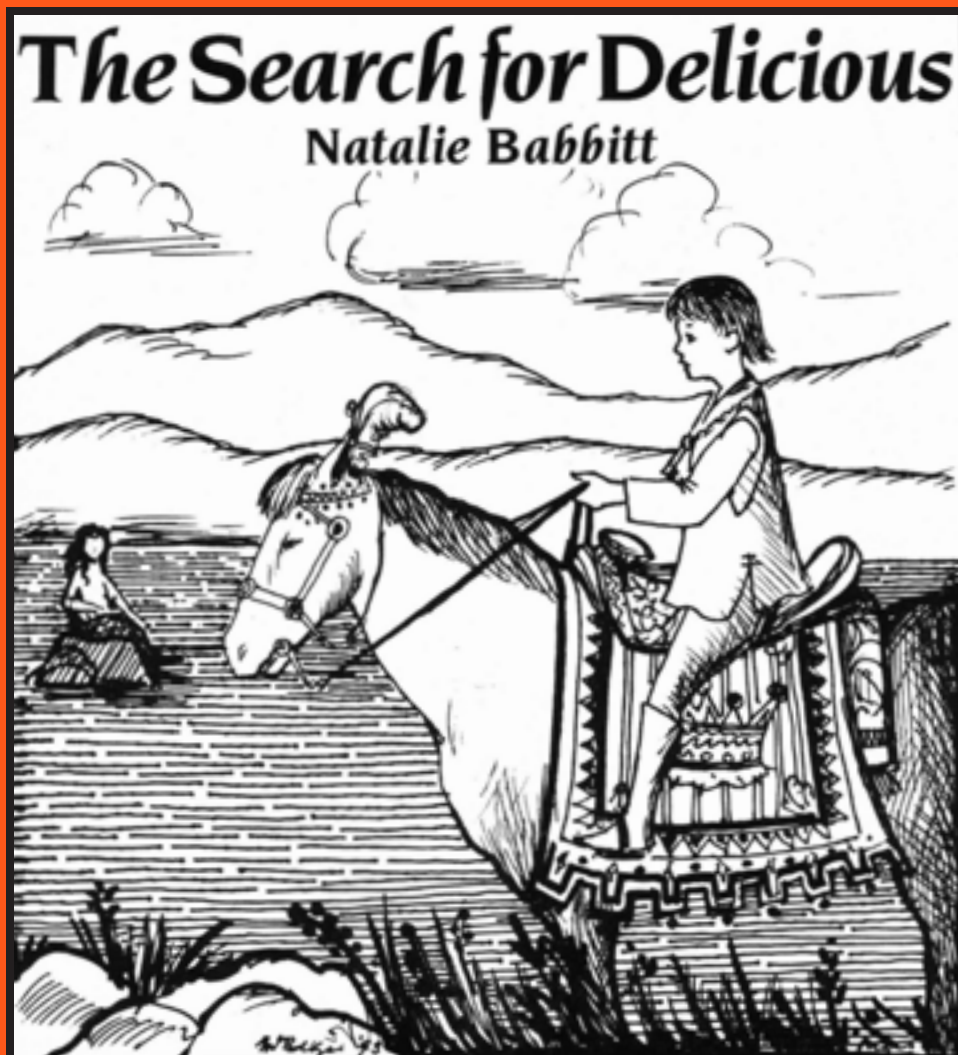


Novel•Ties



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 *The Search for Delicious*. 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.

PROLOGUE, PAGES 13 - 28 [Farrar, Straus & Giroux paperback edition]

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. submerged | a. announcement |
| 2. plaguing | b. count |
| 3. calamitous | c. body movement to express an idea |
| 4. proclamation | d. dangerous |
| 5. poll | e. troubling |
| 6. gesture | f. under the surface of water |

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- Everyone cheered when the King made a _____ that there would be no taxes.
- On the basis of a national _____, the most popular singer won an award.
- After a week of rain, the river flooded and our house was _____.
- We took shelter in the basement to avoid the _____ effects of the hurricane.
- A swarm of mosquitoes was _____ everyone at the beach.
- Your “thumbs-up” _____ will signal us to start the car.

Questions:

- What is the purpose of the Prologue to the book?
- According to this tale, how did the arrival of people affect the world?
- How did Ardis lose the whistle that opened the door of the spring house? Why was Ardis sad all the time after the whistle disappeared?
- Why does the Prime Minister think there will be civil war?
- Who is Gaylen? How did he come to be the Prime Minister’s son and Special Assistant?
- What is DeCree’s plan to settle the dispute about the definition for “delicious”? Do you think his plan will work?

PAGES 28 - 54

Vocabulary: Use the context to determine the meaning of the underlined word in each of the following sentences. Then draw a line from each word on the left to its definition on the right.

- The din in the cafeteria made it impossible to hear the bell ring.
- It was amusing to watch the little child try to catch his elusive shadow.
- The container was so flimsy that all the cookies broke before we arrived.
- There was not a wave or a ripple on the tranquil river.
- The sailors worked hard to salvage any parts of their boat that weren't wrecked in the storm.
- There was a scuffle in the locker room when one girl accused another of taking her book.

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- | | |
|-------------|-----------------------------|
| 1. din | a. weak; unstable |
| 2. elusive | b. rescue; save from danger |
| 3. flimsy | c. loud, confused noise |
| 4. tranquil | d. struggle; fight |
| 5. salvage | e. slippery; avoiding grasp |
| 6. scuffle | f. calm |

Questions:

1. Why do fights break out in the first town as soon as Gaylen reads the proclamation?
2. Why is Gaylen disappointed with the results of his first poll? Why would the king be disappointed, too?
3. How does Gaylen learn about woldwellers? Why does he think he should find them?
4. According to the woldweller, why do few people come to ask him questions any longer?
5. What does the woldweller criticize about humans?
6. Why does the woldweller agree to answer Hemlock's questions even though he knows he is evil?
7. Why do you think Hemlock is angry when he discovers the woldweller talking to Gaylen?