Novel Ties



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For the Teacher

This reproducible study guide to use in conjunction with the novel *Shoeshine Girl* 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.

PALMVILLE

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.	porter	a.	make believe
2.	balcony	b.	person hired to carry baggage
3.	pretend	c.	overly decorated
4.	fussy	d.	platform with a railing built out from the wall of a building
1.	Having very simple tastes, I prefer the plain curtains to the ones with ruffles that my mother picked out.		
2.	My suitcase was so heavy that lairport.	l loo	ked for help from a at the
3.	From the	of m	y apartment, I can see the entire city below.
4.	Having never experienced an airplane flight, I can only to known how it feels.		
	Read to find out why Sarah	Ida	will be spending the summer with her aunt.

Questions:

- 1. How does Sarah Ida make it clear to her aunt that she does not want to spend the summer in Palmville?
- 2. How does Aunt Claudia react to Sarah Ida's bad mood and poor manners?
- 3. According to Aunt Claudia, why is Sarah Ida visiting for the summer? Why does Sarah Ida think she is there?
- 4. Although Sarah Ida complains about her parents' lack of trust, how does she show her own mistrust of her parents and Aunt Claudia?

LEARNING LINKS 3

ROSSI

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.	frown	a.	select	
2.	choose	b.	dungarees	
3.	bureau	c.	scowl	
4.	jeans	d.	dresser	
5.	suppose	e.	imagine	
1.			acked and put my clothes inside the	
2.	. If given a choice, most young girls would wear rather than a skirt.			
3.	From the o	n h	er face, it was clear that my friend was angry at	
4.	If I have to move to a new town, I that I will eventually make new friends.			
5.	As a reward for good behavior, you will be able to what the family does this weekend.			
	Read to find out whether Sarah Ida will be more friendly to someone her own age.			

Questions:

- 1. Why does Aunt Claudia invite Rossi Wigginhorn to visit?
- 2. Why doesn't Aunt Claudia give Sarah Ida an allowance?
- 3. According to Sarah Ida's mother, why does her daughter need to learn the value of money?
- 4. What is the only thing that interests Sarah Ida in Rossi's room?

LEARNING LINKS 5