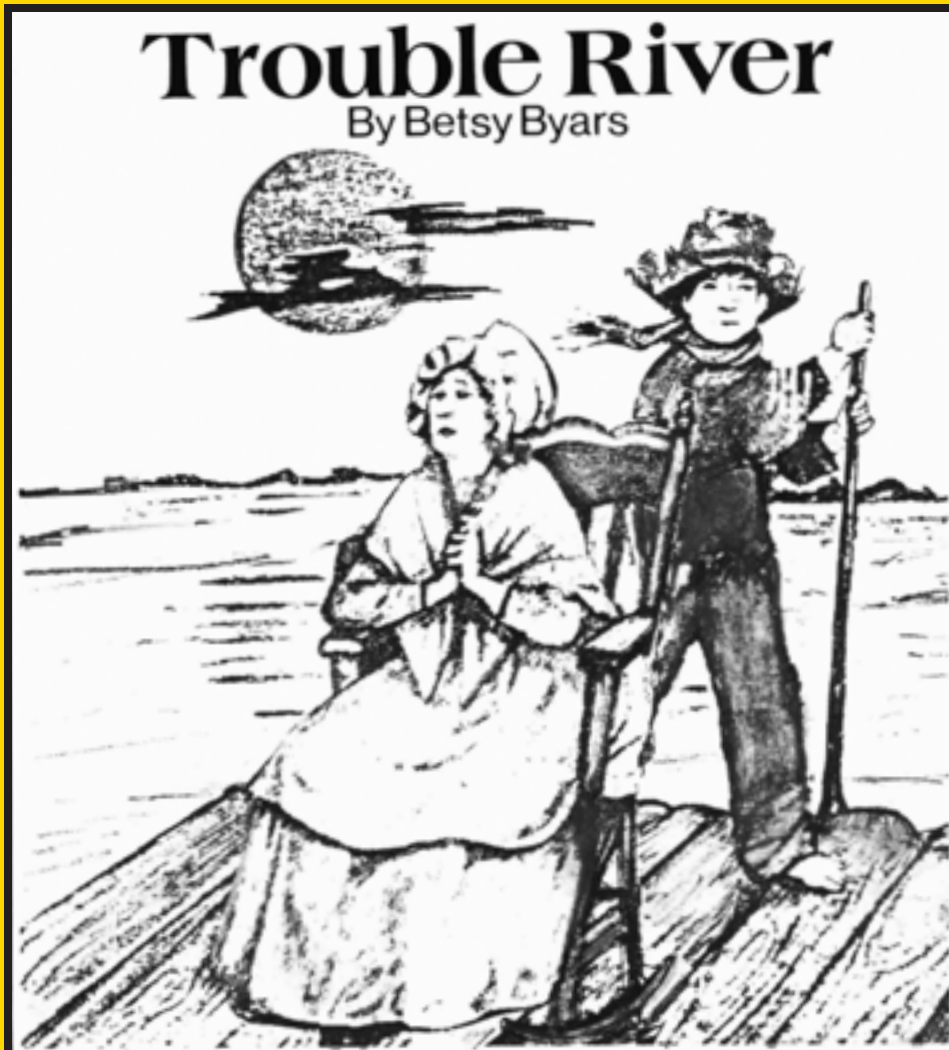


Novel·Ties



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 *Trouble River* 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.

AN UNEASY FEELING, THE INDIAN

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. anxiety | a. easily bent |
| 2. horizon | b. watchfulness; care |
| 3. raft | c. collection of logs fastened together for floating on water |
| 4. pliable | d. fear; worry |
| 5. caution | e. separate or cut apart forcibly |
| 6. sever | f. line of apparent meeting of sky and earth or sea |

.....

1. Drivers are warned to use _____ when they drive on icy roads.
2. Looking out across the field, there was not another house between ours and the _____.
3. The thin pieces of wood became _____ after being soaked in water.
4. My _____ increased as I waited for the next streak of lightning and clap of thunder.
5. A(n) _____ will travel better on a calm stream than on a choppy sea.
6. It was hard for families to _____ their ties with friends and relatives and travel west.

Read to find out why a boy and his grandmother are living alone in a cabin in the wilderness.

Questions:

1. Why is Grandma uneasy about being home alone with just her grandson?
2. Why is a raft better than a boat to navigate on Trouble River?
3. Why had Dewey's parents left him and Grandma for a week?

ESCAPE BY MOONLIGHT, ON THE UNKNOWN

Vocabulary: Use the context to determine the meaning of the underlined word in each of the following sentences. Then circle its synonym from the choices listed below each sentence.

- Dewey watched Grandma's tears fall unchecked, as she made no effort to wipe them away.
a. unfortunately b. unstopped c. unwashed
- The baby's cradle had been hollowed like a tiny dugout from the sawed-off log.
a. canoe b. bed c. doll
- We watched the Indians, lean and dusky on their shaggy, neglected ponies, pass the cabin.
a. clean b. friendly c. dark
- Dewey waited on his raft in the deep water with his oar outthrust until he could put it against the bank and push back into the river's current.
a. extended b. broken c. stuck
- Dewey and Grandma feared that the Indians would attack the cabin with frenzied whoops, invade it, and burn it to the ground.
a. soft b. wild c. musical
- Dewey was sickened by the pungent odor of the water as he moved down the river.
a. sharp b. bright c. gentle

Read to find out why Dewey and Grandma board the raft.

Questions:

- What does Grandma mean when she says, "There ain't no such thing as *one* Indian"?
- Why is Grandma more fearful of Indians than Dewey?
- Why is Grandma surprised when she sees the *Rosie B*?
- What evidence shows that Grandma is superstitious? Does Dewey share her superstitions?