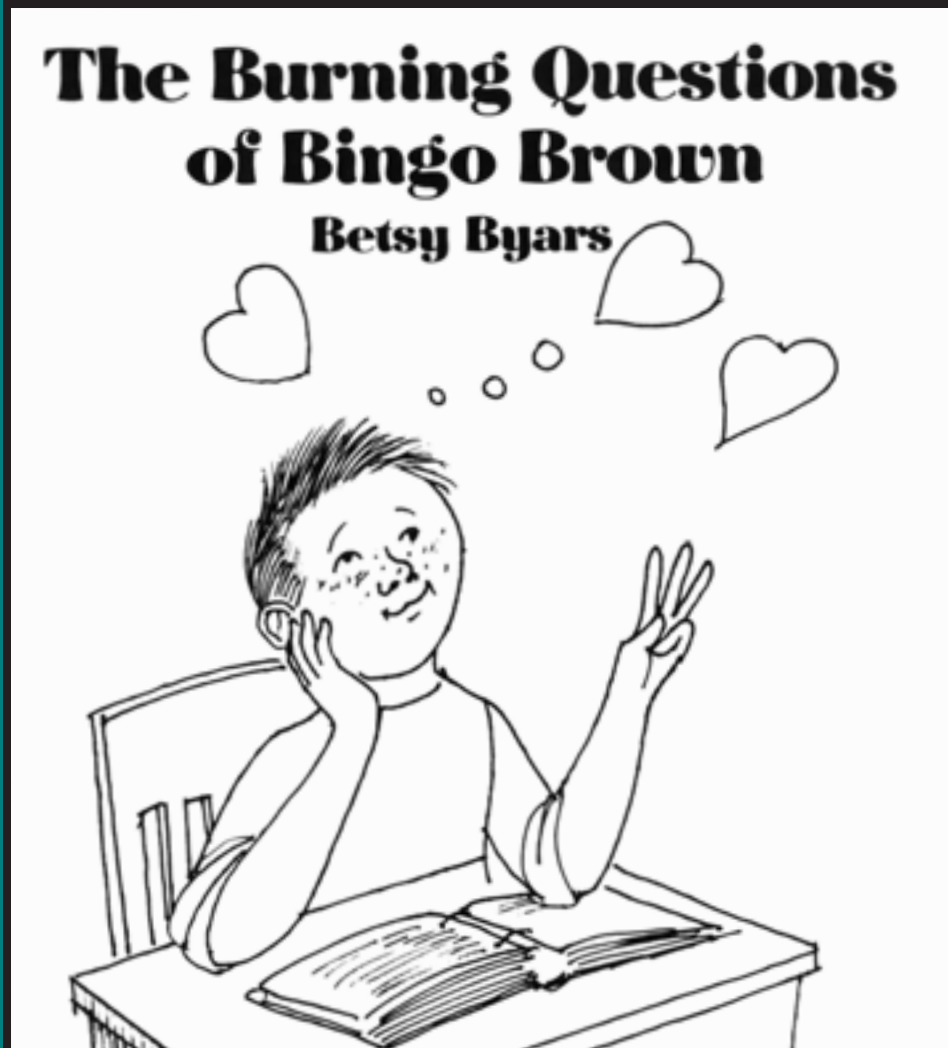


Novel·Ties

The Burning Questions of Bingo Brown

Betsy Byars



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 *The Burning Questions of Bingo Brown* 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.

DR. JEKYLL AND MS. HYDE, MOUSSE ATTACK, INSULTS AND BURNING QUESTIONS, THE END OF AN IMPERFECT DAY

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

- | | |
|--------------|----------------------------------|
| 1. fleeting | a. having a worn look; exhausted |
| 2. eternity | b. skill in dealing with people |
| 3. haggard | c. spread throughout |
| 4. anonymous | d. passing quickly |
| 5. tact | e. very long time; infinite time |
| 6. oral | f. of unknown authorship |
| 7. riddled | g. vocal or spoken |

-
1. Since Mamie Lou was so sensitive, Bingo would need to use _____ in pointing out her mistakes.
 2. Bingo knew at once that his love would not last for just a few weeks but for all _____.
 3. Not sure that he wanted the girl to know of his love, Bingo wrote a(n) _____ note.
 4. Even though he tried to stare hard on his way to the pencil sharpener, Bingo only got a(n) _____ glance at the girl's paper.
 5. Mr. Markham would not accept Billy's _____ recitation when the assignment had clearly been for a written composition.
 6. After a night without sleep, Bingo was shocked when he saw his _____ face in the mirror.
 7. Bingo's mother said that he had so many freckles that his face was _____ with freckles.

Read to find out why Bingo dreads his new neighbor.

Questions:

1. How did Mr. Markham act when Bingo read his science-fiction story openings? Why do you think he reacted this way?
2. How did Bingo feel when three of the girls read their letters? How did he picture each girl? Do you think his feelings were based on reality or fantasy?
3. Why did Bingo think that Mr. Markham was unhappy? What did Bingo think might be making him unhappy?

TO RAY FROM WORM BRAIN, THE T-SHIRT WAR, THE BOY BEHIND THE REBEL LEADER

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. transformed | a. disgrace |
| 2. unison | b. revolt |
| 3. imperfections | c. changed |
| 4. infamy | d. faults |
| 5. advocating | e. together |
| 6. rebellion | f. supporting |

.....

1. Even though Bingo tried hard to overlook the _____ that he saw in Maime Lou, they still bothered him.
2. Bingo felt that the mousse _____ his hairstyle, making him into the kind of boy every girl would like.
3. His mother didn't realize that Bingo was not the kind of leader who could take charge of a(n) _____.
4. Bingo was surprised that his mother was _____ such a strong action because she usually told him to stay out of trouble.
5. At Markham's signal, the class recited the answer in _____, making it sound like one voice had spoken.
6. If they gave in and didn't wear T-shirts, Bingo knew that the day would live on in _____.

Read to find out whether T-shirts should be banned at Bingo's school.

Questions:

1. Why was Bingo delighted when he saw that Melissa was writing a letter to Isaac Asimov, the science-fiction writer?
2. Why was Bingo embarrassed by his parents after they heard news about their school homecoming celebration?
3. Why was Bingo surprised by his mother's suggestion in response to the ban on T-shirts?