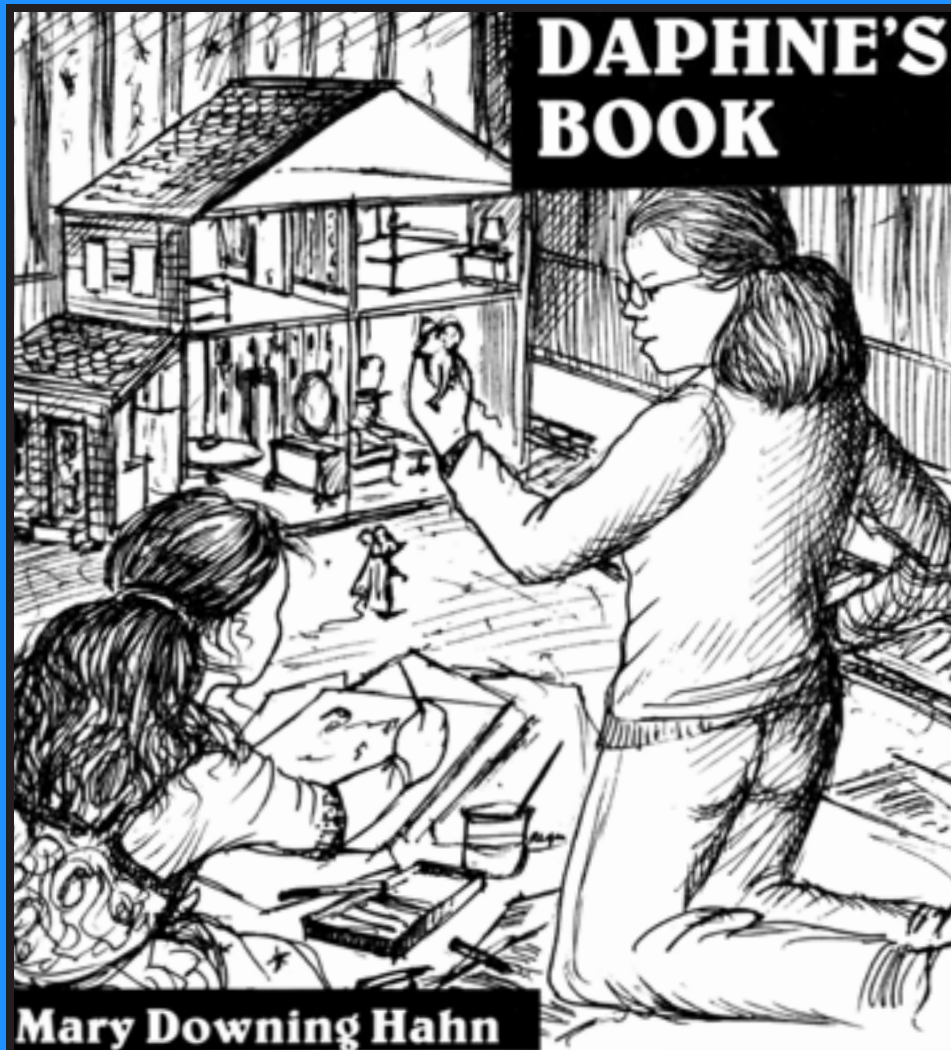


# Novel·Ties



## 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 *Daphne's Book*. 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.

## BACKGROUND INFORMATION

Adelphia, Maryland, the setting of the story, is fashioned after the town of Columbia, Maryland, the hometown of the author. Columbia is a planned community located between Baltimore and Washington, D.C. This community has grown since 1970 to a city of nine villages. Each village, or neighborhood, has a village center where the residents can do their grocery shopping, get a haircut, eat dinner or buy a gift. Each center is centrally located in its neighborhood and is accessible by street, sidewalk or bike path. Columbia has a vast number of bike paths that wind throughout the villages, around the lakes and through the woods, enabling biking and walking without the worry of the traffic in the streets. Children play at neighborhood playgrounds called tot lots. There is a variety of housing available in Columbia — apartments, townhouses and single-family houses. There are a few houses scattered around that were on the Howard County land before Columbia was built. It is one of these older houses that was the inspiration for the Woodleigh's house in the novel.

**CHAPTERS 1, 2**

**Vocabulary:** Match the words on the left with the definitions on the right. Then use each numbered word to fill in the blank in a sentence below.

- |                  |   |
|------------------|---|
| 1. gesturing     | a. displaying an attitude that pretends equality with a person deemed an inferior |
| 2. bizarre       | b. moving a part of the body to express an idea                                   |
| 3. glum          | c. put up with  |
| 4. tolerate      | d. gloomy, sulky  |
| 5. condescending | e. thinking about deeply  |
| 6. pondering     | f. unusual in appearance, odd   |

.....

- Daphne's long skirt and flowered shawl seemed \_\_\_\_\_ to all the other girls who wore crew neck sweaters and blue jeans.
- Jessica became \_\_\_\_\_ when she was assigned to a cooperative project with the girl she liked least in her class.
- As I was \_\_\_\_\_ my latest problem, I never even heard my little brother come into the room.
- He gave me a \_\_\_\_\_ smile and reached out to pat the top of my head.
- \_\_\_\_\_ wildly, I tried to warn the oncoming driver of danger ahead.
- When she was in a bad mood, Jessica could not \_\_\_\_\_ the music her brother Josh played.

**Questions:**

- How do the students react to Mr. O'Brien's assignment? How would you have reacted to the same assignment?
- Why do all the students in Mr. O'Brien's class laugh at Daphne?
- Why doesn't Jessica want to work with Daphne?
- Why does Jessica tell Mr. O'Brien, "I'll try," when he asks her to give Daphne a chance?
- How does Jessica's mother react to her daughter's problem? Do you think she is right? Explain your answer.