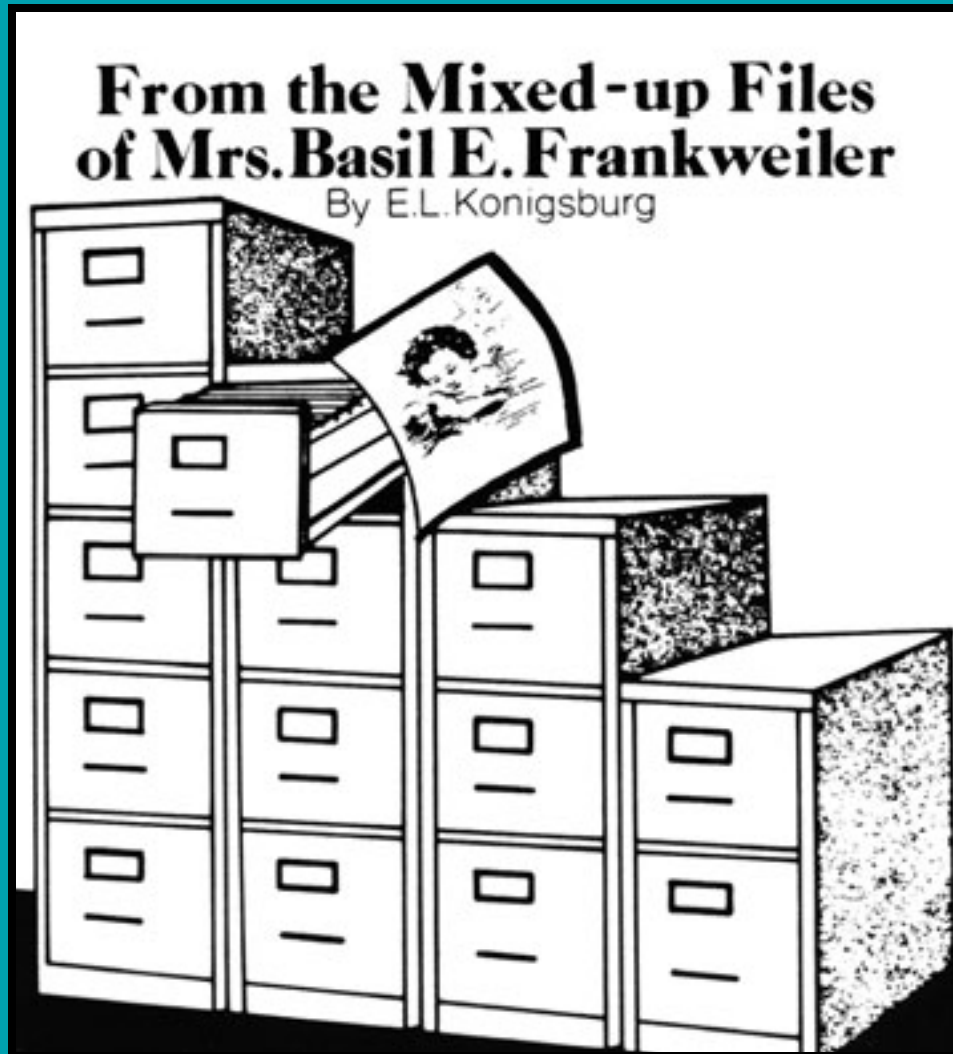


# Novel·Ties



## 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 *From the Mixed-up Files of Mrs. Basil E. Frankweiler* 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.

## PRE-READING ACTIVITIES

1. Preview the book by reading the title and the author's name and by looking at the illustration on the cover. What do you think the book will be about? Where does it take place? Have you read anything else by the same author?
2. Read the Background Information and do some additional research to learn about the artist Michelangelo. Then fill in the first two columns of a K-W-L chart such as the one below. When you finish the book, return to the chart to complete column three.

### Michelangelo

What I Know -K-	What I Would Like To Learn -W-	What I Learned -L-

3. **Art Connection:** Locate a book that shows the sketches and sculptures of the Italian Renaissance artist Michelangelo. Study these pictures to determine why this artist's works have been treasured for centuries.
4. **Cooperative Learning Activity:** Work with a small group of your classmates to discuss the basic elements of survival: food, shelter, and clothing. Then consider these additional elements: companionship, protection, money, and recreation. Compare the importance of these elements in the following kinds of environments:
  - tropical island
  - metropolitan city
  - rural wilderness
  - desert

As you read the book, consider how the children survived in their environment.
5. Have you ever wanted to run away from home? If so, why did you want to leave? How long did you stay away? Why did you return? If you were now to choose to live independently for several weeks, where might be the best place? What would be your survival plan should you stay in this place?
6. Ask nearby museums for their floor plans and descriptive literature. You may also write to several museums for this information. Examine them carefully. Think about the different kinds of museums that exist and the various functions of museums. What have been your museum experiences?
7. What role do communications media (such as the Internet, television, radio, and newspapers) play in finding lost children? How can publicity help in finding missing children? Can widespread news coverage ever hinder police investigations?

## INTRODUCTION, CHAPTERS 1, 2

**Vocabulary:** Use the definition of the first underlined word in each of the following sentences to help you figure out the meaning of the second underlined word.

1. If something that is monotonous never changes, describe the voice of a monotone.  
\_\_\_\_\_  
\_\_\_\_\_
2. If muffling a sound makes it softer, what is the purpose of a muffler on a car?  
\_\_\_\_\_  
\_\_\_\_\_
3. If a decision is a definite choice or opinion, how would you describe a decisive tone of voice.  
\_\_\_\_\_  
\_\_\_\_\_
4. If you plan carefully when you calculate your next move in a game, how would you describe a calculating person?  
\_\_\_\_\_  
\_\_\_\_\_
5. If to commute means to travel regularly between one's home and workplace, then who is a commuter?  
\_\_\_\_\_  
\_\_\_\_\_
6. If an urban area is a city, where are the suburbs?  
\_\_\_\_\_  
\_\_\_\_\_
7. If company means a group of people gathered together for social purposes, then what kind of person would you choose as your companion for an evening at the movies?  
\_\_\_\_\_  
\_\_\_\_\_
8. If to postpone means to put off to a later date, then what would a notice saying "Concert Postponement" suggest?  
\_\_\_\_\_  
\_\_\_\_\_