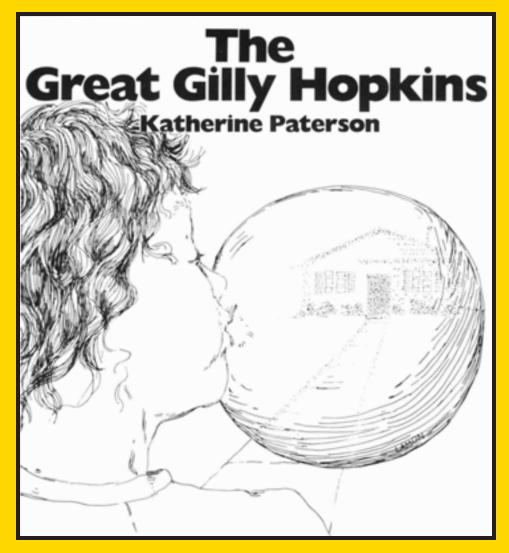
# **Novel·Ties**



A Study Guide
Written By Marcia Tretler
Edited by Joyce Friedland and Rikki Kessler

### **TABLE OF CONTENTS**

$Synopsis \ \dots $
Pre-Reading Activities
Welcome to Thompson Park
The Man Who Comes to Supper 5 - 6
More Unpleasant Surprises
"Sarsaparilla to Sorcery" $\dots \dots \dots 9$ - $10$
William Ernest and Other Mean Flowers 11 - 12
Harassing Miss Harris
Dust and Desperation
One-Way Ticket
<i>Pow</i> 19 - 20
The Visitor
Never and Other Canceled Promises;
The Going
Jackson, Virginia; She'll Be Riding Six
White Horses
Homecoming
Cloze Activity
Post-Reading Activities
Suggestions For Further Reading31
Answer Key 32 - 34

Novel-Ties® are printed on recycled paper.

The purchase of this study guide entitles an individual teacher to reproduce pages for use in a classroom. Reproduction for use in an entire school or school system or for commercial use is prohibited. Beyond the classroom use by an individual teacher, reproduction, transmittal or retrieval of this work is prohibited without written permission from the publisher.

#### For the Teacher

This reproducible study guide to use in conjunction with a specific novel 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 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 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.

#### **WELCOME TO THOMPSON PARK**

**Vocabulary:** Use the information given to answer the question about the underlined word in each of the following sentences.

1.	If a <u>bolster</u> is a pillow that supports your back, what does it mean to <u>bolster</u> someone's spirits?					
2.	If a <u>foster</u> parent feeds and takes care of a child, then what does it mean to <u>foster</u> good feelings among your friends?					
3.	If the largest known elephant is a <u>mammoth</u> , how you describe a <u>mammoth</u> person?					
4.	If <u>salvage</u> refers to valuable goods rescued from a fire, what are people doing when they <u>salvage</u> a ship?					
	Read to find out whether Gilly appreciates her new foster home					

## **Questions:**

- 1. Why had Gilly been moved to so many foster homes?
- 2. Why don't Gilly and Miss Ellis feel that the new foster home will be any better than the last?
- 3. What are Gilly's first impressions of Mrs. Trotter, Mrs. Trotter's home, and William Ernest?
- 4. What does Miss Ellis mean when she says to Gilly, "Try to get off on the right foot"?

LEARNING LINKS 3

## THE MAN WHO COMES TO SUPPER

**Vocabulary:** Use the context to select the best meaning for the underlined word in each of the following sentences.

1.	able clothing.						
	a. sofa		b. dining table	c. dresser	d. lamp		
2.	I threw	red my hiding place.					
	a. make	e-believe	b. actual	c. obvious	d. hidden		
3.	The passengers <u>lurched</u> forward when the bus made a short stop.						
	a. walk	ed	b. hopped quickly	c. swayed slowly	d. leaned suddenly		
4.	The audience was surprised when the conductor <u>abruptly</u> left the stage in the middle of a performance.						
	a. quiet	ly	b. suddenly	c. happily	d. slowly		
the	Figurative Language: Mrs. Trotter uses colorful, informal speech. Translate each of these sentences into standard English.  1. How about giving me a hand here with this salad?						
2.	That don't give you no right to look down on him.						
3.	You could flatter the stripe off a polecat.						
	Read to find out how Gilly adjusts to life at Mrs. Trotter's home.						

## **Questions:**

- 1. Why does Mrs. Trotter become very upset when Gilly calls "Sesame Street" a "retard show"?
- 2. Why is Gilly shocked by Mr. Randolph's appearance?

LEARNING LINKS 5