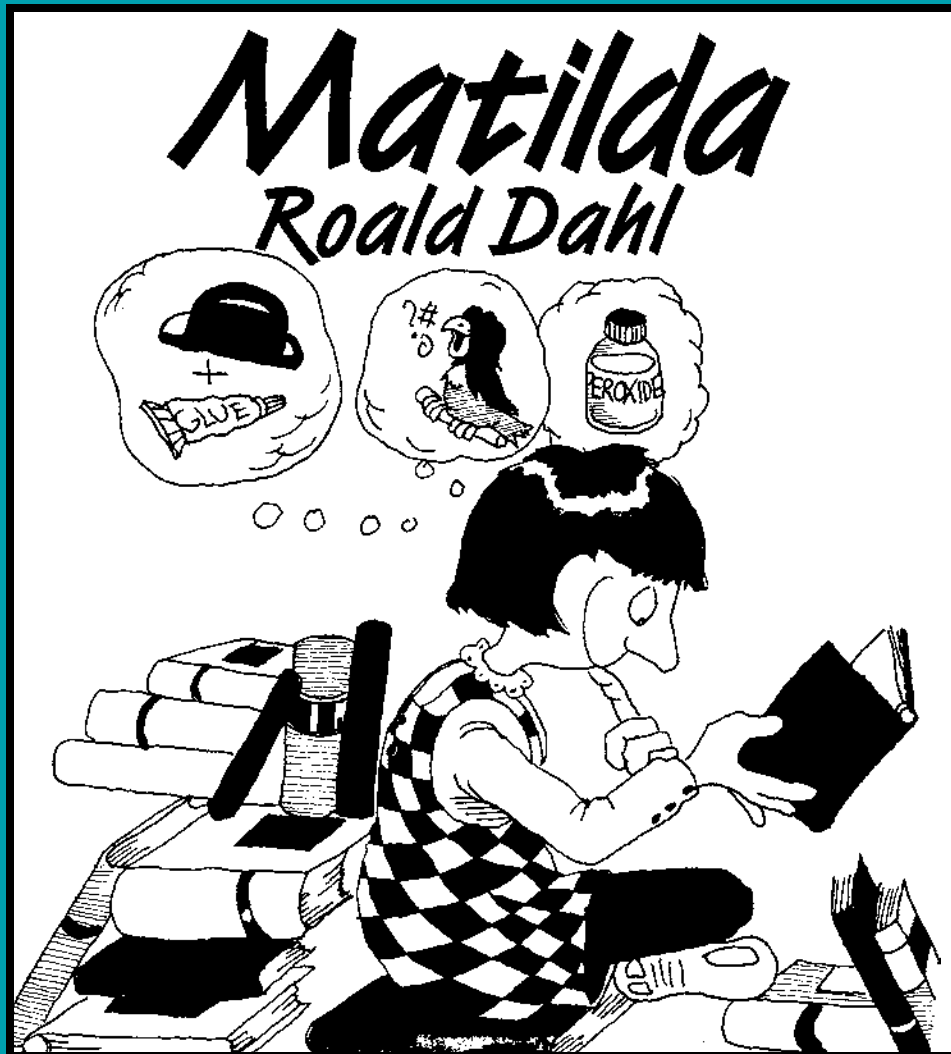


## Novel•Ties



### 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 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.

## THE READER OF BOOKS; MR. WORMWOOD, THE GREAT CAR DEALER; THE HAT AND THE SUPERGLUE; THE GHOST

**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. adoration   | a. carried away           |
| 2. irritable   | b. touchy; easily annoyed |
| 3. sensitive   | c. put up with; endure    |
| 4. applauding  | d. nasty                  |
| 5. devouring   | e. love and affection     |
| 6. transported | f. kind and understanding |
| 7. beastly     | g. praising               |
| 8. tolerate    | h. consuming              |

.....

- Turning pages rapidly, the young reader was \_\_\_\_\_ one book after another.
- Reading a book about pirates, I was \_\_\_\_\_ to a world of sailing ships, buried treasure, and desert islands.
- The mother's \_\_\_\_\_ for her son could be seen in her proud smile.
- After driving in slow-moving traffic for several hours, everyone was in a(n) \_\_\_\_\_ mood.
- The canned stew smelled terrible and had a(n) \_\_\_\_\_ taste.
- The strict teacher would not \_\_\_\_\_ any talking or fooling around in class.
- Matilda was a kind, \_\_\_\_\_ girl who tried not to hurt people's feelings.
- The audience loved the play and began \_\_\_\_\_ and cheering at the end.

Read to find out about Matilda's relationship with her family.

## The Reader of Books; Mr. Wormwood, The Great Car Dealer; The Hat and The Superglue; The Ghost (cont.)

### Language Arts Connection: British and American English

Although the English language is used in both the United States and Great Britain, people in Great Britain spell some words differently and use different words for some ordinary objects. Use the chart below to note any differences you find as you read *Matilda*. A few examples are given to get you started.

British-English Word	American-English Word
telly	TV
programme	program
colour	color

### Writing Activities:

1. Reread the “scorchers” that the author says he might write about students if he were a teacher. Then write a scorcher of your own without mentioning the name of a real person.
2. Imagine that Matilda keeps a diary. Write the entries she might have written on the days she played practical tricks on her father.
3. Write a letter to Mr. and Mrs. Wormwood. Explain why their treatment of Matilda is wrong.
4. Reread the list of books that Matilda read. Then make your own list of good books that you have read and would recommend to your classmates.