

Novel•Ties

ON MY HONOR

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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 *On My Honor* 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.

CHAPTER 1

Vocabulary: Synonyms are words with similar meanings. Use the context to help you select the synonym for the underlined word in each of the sentences below. Draw a circle around the letter of the word you choose.

1. I trembled as I viewed the sheer mountain cliff that I would try to climb.
a. transparent b. perfect c. steep d. sharp
2. The whine of a mosquito that hovered over my head kept me awake all night.
a. lingered b. shrieked c. whispered d. fell
3. The judge gazed solemnly around the courtroom, setting the proper mood for the beginning of the trial.
a. gradually b. tragically c. foolishly d. seriously
4. The teacher kept my brother after school because of his outrageous behavior.
a. ordinary b. shocking c. strange d. obvious
5. After driving through heavy rush-hour traffic, I could not believe that traffic would be sparse just one hour later.
a. frantic b. abundant c. scanty d. sluggish

Read to find out whether Joel is allowed to go to Starved Rock Bluffs.

Questions:

1. What was the first clue that revealed Tony was more of a risktaker than Joel?
2. Why did Joel ask his dad for permission to go on the trip even though he didn't want to go?
3. How did Joel know that Tony had not asked his mother for permission?
4. Why did Joel's father ask his son to promise "on his honor"?

Questions for Discussion:

1. Why do you think Joel and Tony were friends?
2. Why do you think Joel didn't refuse to go with Tony?
3. Do you think Joel's dad should have given permission for the boys to go on the trip?

CHAPTER 2

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. betrayed | a. abandoned |
| 2. intention | b. brief view |
| 3. exuberance | c. goal |
| 4. deserted | d. aided the enemy of; was a traitor to |
| 5. glimpse | e. state of being extremely joyful |

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- As they rode off to the state park, Tony's _____ knew no bounds.
- Joel felt _____ by his own father when he was given permission to ride to the state park.
- There were no sounds at all as they rode along the _____ highway.
- Joel never had any _____ of going to the bluffs with Tony.
- They were riding so fast across the bridge, the boys didn't even get a(n) _____ of the river below.

Read to find out if Joel and Tony swim in the river.

Questions:

- Why did Joel feel trapped and betrayed after his father granted him permission to go to the bluff?
- Why did Tony prefer to ride Joel's bicycle? Why did Joel let Tony ride his bicycle?
- Why didn't Joel want to swim in the river?

Questions for Discussion:

- Would you enjoy having a friend like Tony?
- Why do you think Tony changed his mind about going to the bluffs and decided to go swimming instead?
- Do you think Joel could have stopped Tony from swimming in the river? Do you think he tried hard enough? What do you think you might have done in a similar situation?