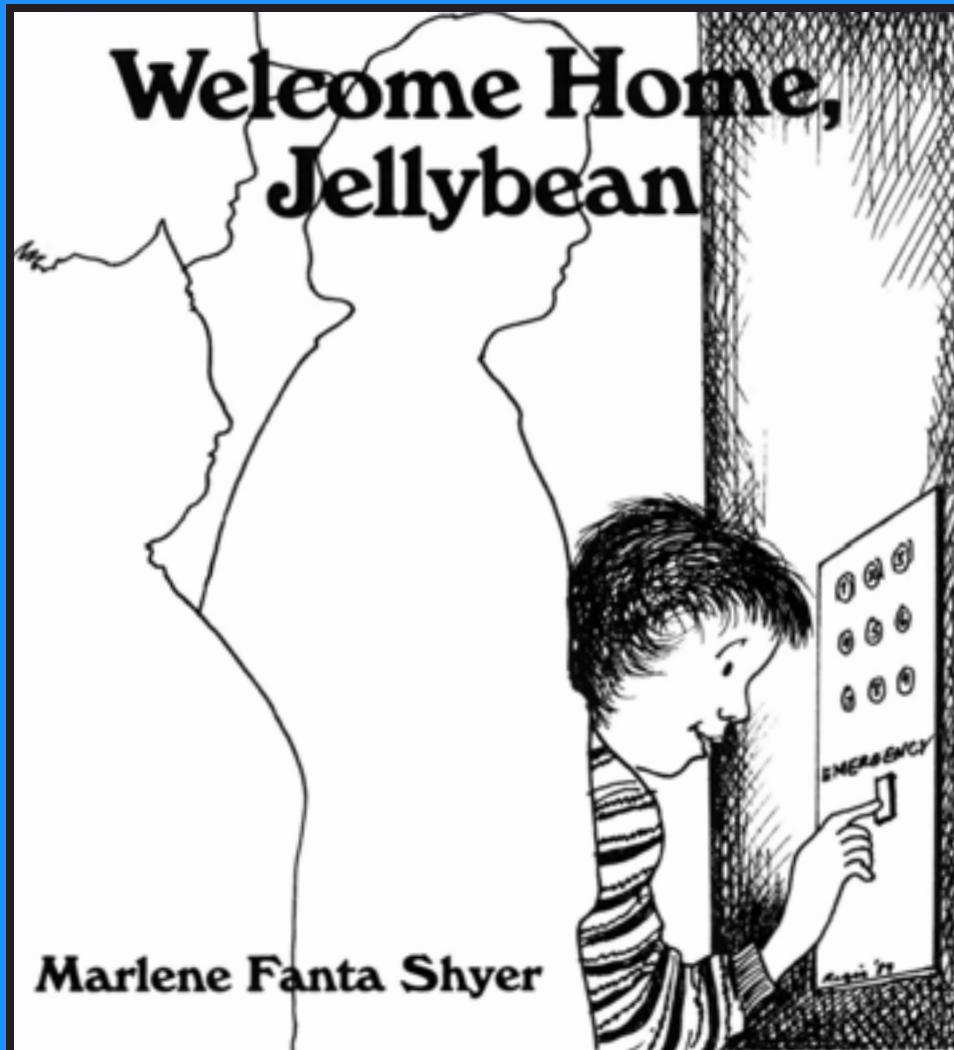


Novel·Ties



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 *Welcome Home, Jellybean*. 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.

CHAPTERS 1 - 4

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. porthole | a. short, quick look |
| 2. regulation | b. strange, unusual |
| 3. peculiar | c. rule |
| 4. embarrass | d. round window |
| 5. glimpse | e. make uneasy or self-conscious |

.....

- The _____ against chewing gum is strictly enforced in our school.
- I caught a(n) _____ of the animals as our car moved quickly down the highway.
- It will _____ me to perform on the stage before I rehearse my part.
- From the _____ in our stateroom aboard the ship, we could look out at the rough sea.
- I had a(n) _____ feeling that my watch was running slow and that I might be late for the party.

Questions:

- Why was everyone in the Oxley family nervous on the drive to the mental institution?
- What shocked the Oxleys about the Green Valley Regional Training Center?
- How did Neil react when he saw the inside of the dining room? Do you think there might have been a better way to organize mealtime?
- What emotions do you think Geraldine’s parents felt when they saw her for the first time?
- Why do you think Geraldine’s roommate could understand her sounds when her parents could not?
- What did Dad mean when he said, “Neil, it’s not going to be easy”?
- What kinds of problems was Neil having with his social life?
- Describe the scene in the elevator. How do you suppose Neil felt at that time?
- What effect did Gerri’s presence have on her father?
- How did Mrs. Oxley deal with her daughter’s accidents? How would you have dealt with them?

Chapters 1 - 4 (cont.)

FRAMED PARAGRAPH:

Complete the framed paragraphs below to write a summary of the story so far.

Although this story is really about _____
it is told from the point of view _____
_____.

Geraldine is _____

_____.

Her mother wants her to live at home because _____

_____.

During the first day at home, the family realizes that life is going to be difficult
when _____

_____.

_____. Mr. Oxley loses patience with
Geraldine when _____

_____.

I think that Geraldine's effect on the family will be _____

_____.