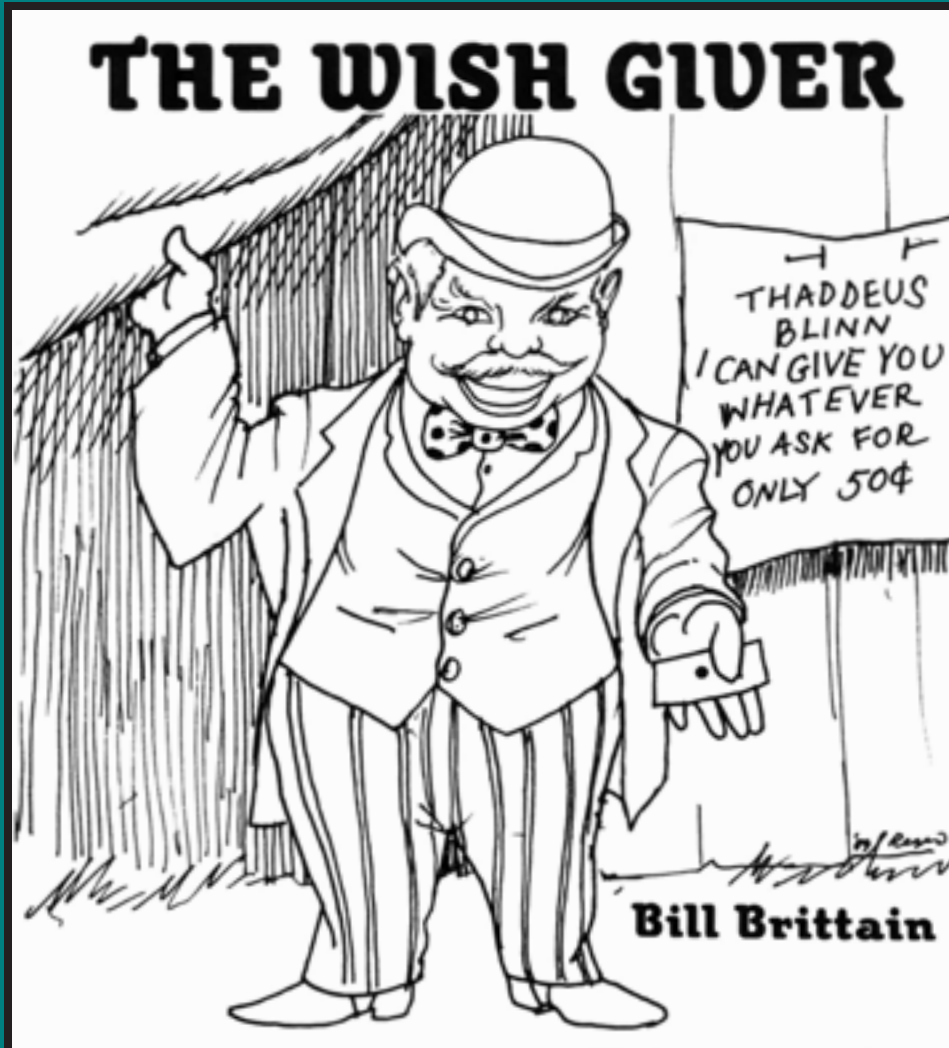


Novel·Ties



A Study Guide

Written By Charlene Forsten

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

P.O. Box 326 • Cranbury • New Jersey 08512

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For the Teacher

This reproducible study guide to use in conjunction with the novel *The Wish Giver* 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 AND DISCUSSION QUESTIONS

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 this book will be about? Do you think it will be realistic fiction or a fantasy? Have you read any other books by the same author?
2. If you could be granted just one wish, what would it be? How might your life change if this wish were granted? Would the changes necessarily improve the quality of your life? Can you imagine a way in which its fulfillment could be disappointing?
3. There are many superstitions regarding wishing. Two examples are wishing before blowing out birthday candles and wishing on a the first star that comes out at night. Can you think of other superstitions about wishing? Do you believe that wishes can come true?
4. Have you read any books or seen any films in which wishes play an important role? What did people wish? Were wishes granted or denied?
5. Read the Background Information on page two of this study guide and do some additional research on Cotton Mather and the Salem Witch Trials. As you read, notice how witchcraft and superstition are woven into the story.
6. Before reading *The Wish Giver*, each of your classmates should write down one important wish on a slip of paper. Put these papers away until after the novel is completed, when the same readers should once again write one important wish on a slip a paper. Compare the before-reading wishes with the after-reading wishes to see if the lessons taught in the book were learned.
7. Read a version of the well-known folk tale about the fisherman and his wife. Think about how wishes are presented in it. What happens as a result of granted wishes? Does the story end happily ever after? What lesson does the story of the fisherman and his wife teach?
8. Notice the story map on page four of this study guide. As you read *The Wish Giver*, fill in the boxes with information about the story to highlight the relationships among the major events. Return to the story map after you finish the book and compare your responses with those of your classmates.

PROLOGUE [HarperTrophy]

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. muzzle | a. sly; tricky |
| 2. imps | b. human beings |
| 3. reluctance | c. cover the mouth |
| 4. fraud | d. unwillingness |
| 5. incredible | e. young or little devils |
| 6. awe | f. hard to believe |
| 7. crafty | g. overwhelming feeling of wonder or admiration |
| 8. mortals | h. deceitful person; a fake |

.....

- The nation gazed in _____ at the televised pictures of the first moon walk.
- The children, dressed as _____ and fiends, left for their Halloween rounds of trick or treating.
- A person who promises you instant wealth is probably a(n) _____.
- The _____ fox slipped into the coop while the chickens slept.
- It seems _____ that some automobile plants are operated by robots.
- The judge demanded that the owners _____ their dog so that no one else would be bitten.
- You can understand my _____ to enter the dark, unoccupied house.
- Someday _____ may be able to live on the moon.

Read to find out why people flocked to Thaddeus Blinn's tent.

Questions:

- How did the town of Coven Tree get its name?
- Why was Stew Meat suspicious of Thaddeus Blinn even though he looked a bit like Santa Claus?
- Who were the four people who entered Thaddeus Blinn's tent?
- Why did Thaddeus warn the four people to think carefully before they made a wish?
- Why did all four people think Thaddeus never went to the same place twice?