

Novel·Ties

ONE-EYED CAT

Paula Fox



A Study Guide

Written By Karen Hanus

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

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

TABLE OF CONTENTS

Synopsis	1
Pre-Reading Activities	2
Chapter 1	3 - 4
Chapter 2	5 - 6
Chapter 3	7 - 8
Chapter 4	9 - 10
Chapter 5	11 - 12
Chapter 6	13 - 14
Chapter 7	15 - 16
Chapter 8	17
Cloze Activity	18
Post-Reading Activities	19
Suggestions For Further Reading	20
Answer Key	21 - 22

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 consists of lessons to use in conjunction with *A Boat to Nowhere*. 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.

CHAPTER 1

Vocabulary: Draw a line from each word on the left to its meaning on the right. Then use the numbered words to fill in the blanks in the sentences below.

- | | |
|--------------|--|
| 1. immense | a. leaves of a plant |
| 2. monastery | b. large, impressive house |
| 3. foliage | c. building occupied by monks of a religious order |
| 4. mansion | d. house of a minister or other member of the clergy |
| 5. parsonage | e. vast; huge |

.....

- The family _____, once a large, beautiful home, now stood rotting, abandoned, and alone.
- The Reverend and his family chose not to live in the church _____ offered to them, but in a home of their own design.
- The woods were so thick with _____ that we could not see the village beyond the trees.
- Although I am six feet tall, I always feel small next to the _____ height of the stained-glass windows.
- The bells from the _____, half a mile down the river, signaled the start of evening prayers for the monks.

Questions:

- Why didn't the Wallis family live in the parsonage in Tyler?
- Why did Ned resent Mrs. Scallop?
- How had his mother's illness changed life for Ned and his father?
- Why were Ned and his mother so excited about a visit from Uncle Hilary?

Questions for Discussion:

- How was Ned's life different from your own because he lived in the mid-1930s?
- Do you think Ned's mother was responsible for the sadness in her family's life? Was there anything she could do to make things better?

CHAPTER 2

Vocabulary: Use the context to select the best meaning for the underlined word in each of the following sentences. Circle the letter of the meaning you choose.

1. As little children, my brother and I would eavesdrop at my parents' door if we thought they were planning a surprise.
a. peek b. listen secretly c. eat ravenously d. laugh
2. The prisoner's anguished cries as he pleaded for water had no effect on his jailer.
a. pained b. pleased c. angry d. determined
3. My room was so luminous with star shine and moonlight on a clear night in February that I was unable to sleep.
a. bleached b. dim c. radiant d. obscured
4. It took all my patience trying not to be cross when the children chattered throughout the show.
a. strange b. troubled c. calm d. angry
5. The round metal disc found in our garden turned out to be an ancient coin that was valuable because of its great age.
a. round b. old c. foreign d. gold

Questions:

1. Why didn't Ned's mother want people from the church to visit?
2. What did Mama mean when she said, "Then the ax fell"?
3. Why did Ned have mixed feelings over his uncle's invitation to go on a vacation with him?
4. Why didn't Ned's father want him to have the Daisy?
5. Why did Ned feel tired and "dull, as he trudged along the drive toward the house" after leaving the barn?

Questions for Discussion:

1. Do you think Uncle Hilary should have given Ned a gun without first asking his father's permission? Do you think this was an appropriate gift?
2. Everyone reacts differently to stress. Ned's father whistled and became forgetful, leaving his coat on in the house; Ned's mother made jokes. What were some of the things Ned did when he became worried or upset? What do you do?