

# Novel·Ties

## Dacey's Song

Cynthia Voight



HOME IS THE  
HUNTER, HOME FROM  
THE HILL, AND THE  
SAILOR HOME FROM  
THE SEA

## 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 *Dicey's Song* 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:** 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. confer    | a. strength                 |
| 2. crucial   | b. swollen                  |
| 3. illogical | c. unproductive; unfruitful |
| 4. intensity | d. critical                 |
| 5. scheme    | e. consult                  |
| 6. turgid    | f. senseless                |
| 7. barren    | g. plan                     |

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1. It is \_\_\_\_\_ to think that you can play the piano well if you do not practice.
2. It is \_\_\_\_\_ to train hard before leaving on a long bicycle trip.
3. The \_\_\_\_\_ of the snowstorm made us worry about becoming snowbound.
4. Lack of rain caused once lush farmland to become \_\_\_\_\_.
5. Don't trust a person who has a(n) \_\_\_\_\_ to get rich without working.
6. After days of heavy rainfall, the \_\_\_\_\_ waters overflowed their banks.
7. \_\_\_\_\_ with your guidance counselor to find out what courses you should take.

### Questions:

1. Why did Dicey and her siblings go to their grandmother's house? How did the children get to Gram's house?
2. What evidence shows that the children have never had much money?
3. How did Dicey convince Millie to hire her to work in the grocery store?
4. How did Gram show that she cared about the children?
5. How did Dicey feel about school? Give examples to support your answer.

### Questions for Discussion:

1. Why do you think Gram advised Dicey to "take a rest" from caring for the children?
2. Do you think Gram will be the parent that the children need?

## Chapter 1 (cont.)

### Literary Element: Characterization

During the course of the novel, you will come to know the major characters well. As you read, fill in the chart below with details about each character.

Character	Appearance	Strengths	Weaknesses
Dacey			
James			
Maybeth			
Sammy			
Gram			
Momma			