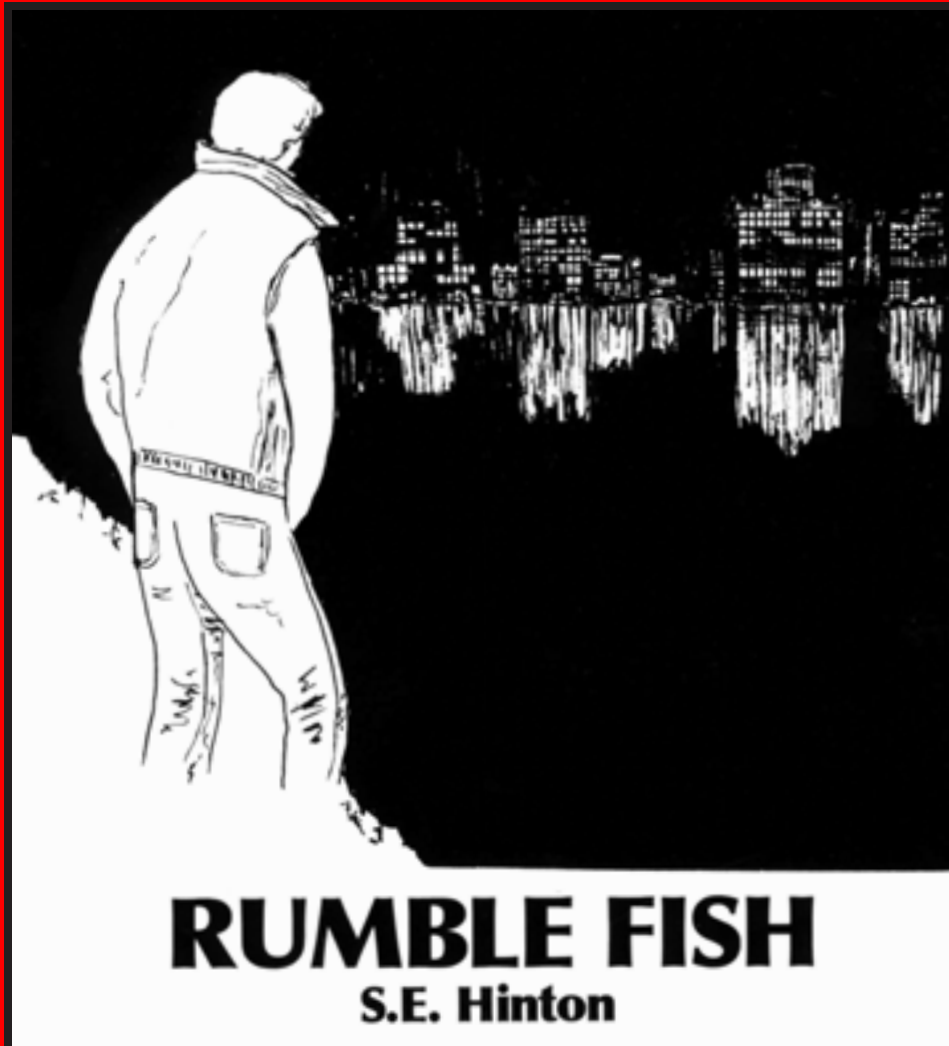


Novel·Ties



A Study Guide

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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *Rumble Fish*. 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. noticeable | a. strangest |
| 2. solitary | b. easy to see |
| 3. reformatory | c. alone |
| 4. mustache | d. hair covering over lip |
| 5. profession | e. prison school |
| 6. weirdest | f. job; career |

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- Although this was my first trip to California, I had the _____ feeling that I had been there before.
- The man changed his _____ and became a teacher instead of a lawyer.
- After the teen-ager was convicted of burglary, she was sent to a _____.
- Once Mary began to pay attention in class, there was a _____ improvement in her grades.
- Fearing he would endanger the lives of other inmates, the dangerous prisoner was placed in _____ confinement.
- His appearance changed drastically when he grew a _____.

Questions:

- As the story begins, why do Rusty-James and Steve meet at the beach?
- Why are the two young men surprised to see each other? How old are they now?
- Why might Rusty-James avoid recalling his past?

Questions for Discussion:

What do you think Steve means when he says to Rusty-James, "I have come far since then . . ."? Do you think it is possible for two people whose lives have taken them down different paths to resume an old friendship?

CHAPTER 2

Vocabulary: Synonyms are words with similar meanings. Draw a line from each word in column A to its synonym in column B. Then use the words in column A to fill in the blanks in the sentences below.

<u>A</u>	<u>B</u>
1. vacant	a. annoyed
2. cautious	b. careful
3. ally	c. honest
4. pestered	d. empty
5. sincere	e. friend

-
- Rusty-James would slug anyone who _____ him.
 - Steve, being younger than anyone else in the gang, advised his friend Rusty-James to be _____.
 - The two gangs agreed to meet for a fight in the _____ lot on the outskirts of town.
 - No one would pick a fight with Steve because Rusty-James was his _____.
 - The mayor made a(n) _____ plea to all gang members to stop fighting and make peace.

Questions:

- How would you describe “Benny’s”? What is Rusty-James doing there?
- How does Rusty-James react when he hears that Biff wants to kill him? What does his reaction reveal to you about the environment in which these young people live?
- Based upon comments made by some of the characters, what do you learn about Motorcycle Boy’s reputation and character?
- How does Rusty-James feel about Motorcycle Boy’s absence?

Questions for Discussion:

What is Steve’s relationship to Rusty-James? Why do you think they are friends?