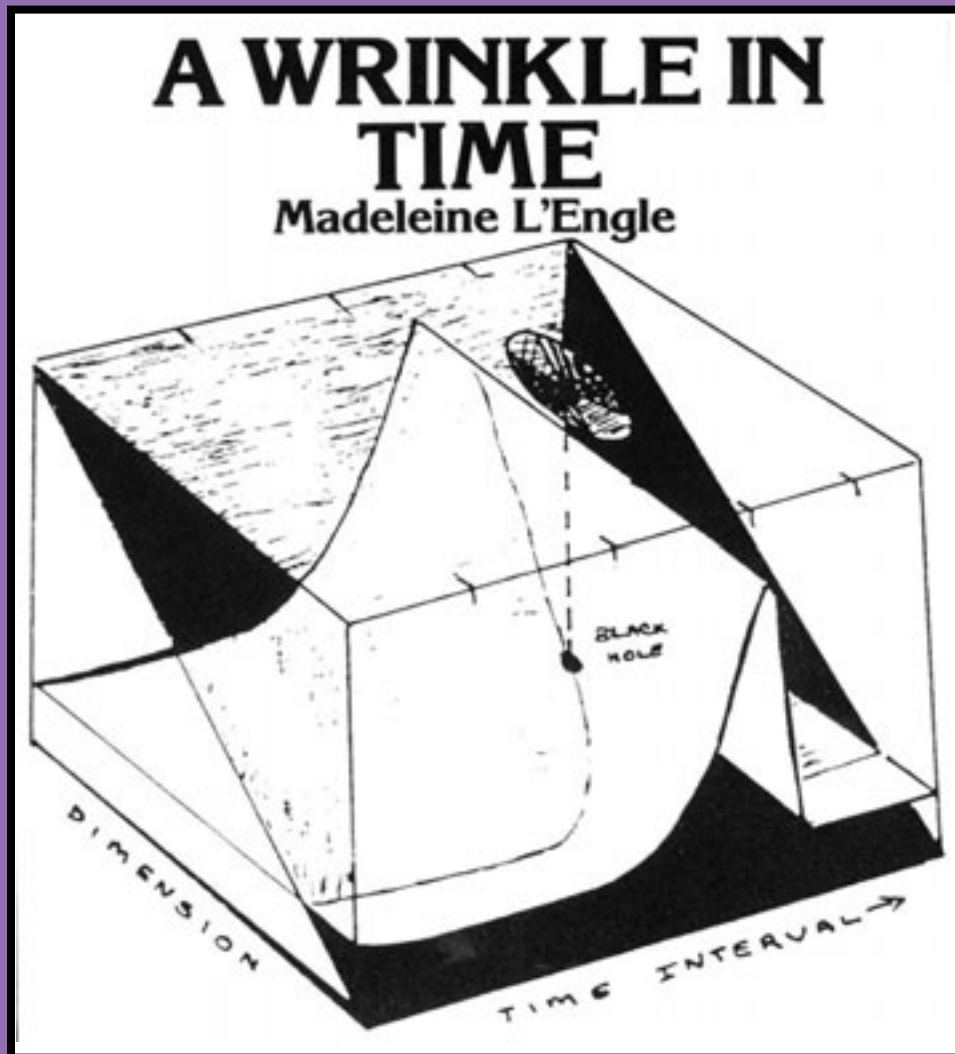


Novel·Ties



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 a specific novel 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 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 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.

STORY MAP

Title	Events
Chapter 1	<ul style="list-style-type: none">• All members of the Murry family are introduced on the night of the hurricane: Mrs. Murry, twins, Meg, Charles Wallace.• Father has been absent for a long time—reason unclear.• Mrs. Whatsit arrives. She is a strange lady, who only CW knows, who makes a mysterious remark about a “Tesseract.”
Chapter 2	
Chapter 3	
Chapter 4	
Chapter 5	
Chapter 6	

CHAPTER 1 – MRS. WHATSIT

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. uncanny | a. calmness; well-being |
| 2. vulnerable | b. weird; mysterious |
| 3. relinquish | c. give up |
| 4. sullen | d. glum; ill-humored |
| 5. serenity | e. easily hurt or wounded |

.....

- Sitting at the shore of a calm lake gives me a feeling of _____.
- My friend had a(n) _____ ability to know what I was going to say ahead of time.
- The little boy became _____ when none of his friends would play with him.
- A home at the beach is _____ to storm damage.
- If you will _____ your claim to this piece of land the bank will pay you twenty thousand dollars.

Etymology: Although English is a Germanic language, it has been enriched by additions from many sources, including Greek and Latin. Here are some words from Chapter One that have a Latin origin:

Word	Meaning	Origin
diction	manner of expressing ideas in words	from Latin <i>dictio</i> —a saying, speech
liniment	soothing liquid which is rubbed on the skin to relieve pain or stiffness	from Latin <i>linimentum</i> —ointment, from <i>linire</i> —to smear
prodigious	wonderful; marvelous	from Latin <i>prodigiosus</i> —strange, marvelous, from <i>prodigium</i> —portent, omen
subdued	conquered; overcame by superior force	from Latin <i>subdere</i> —to subjugate, bring under