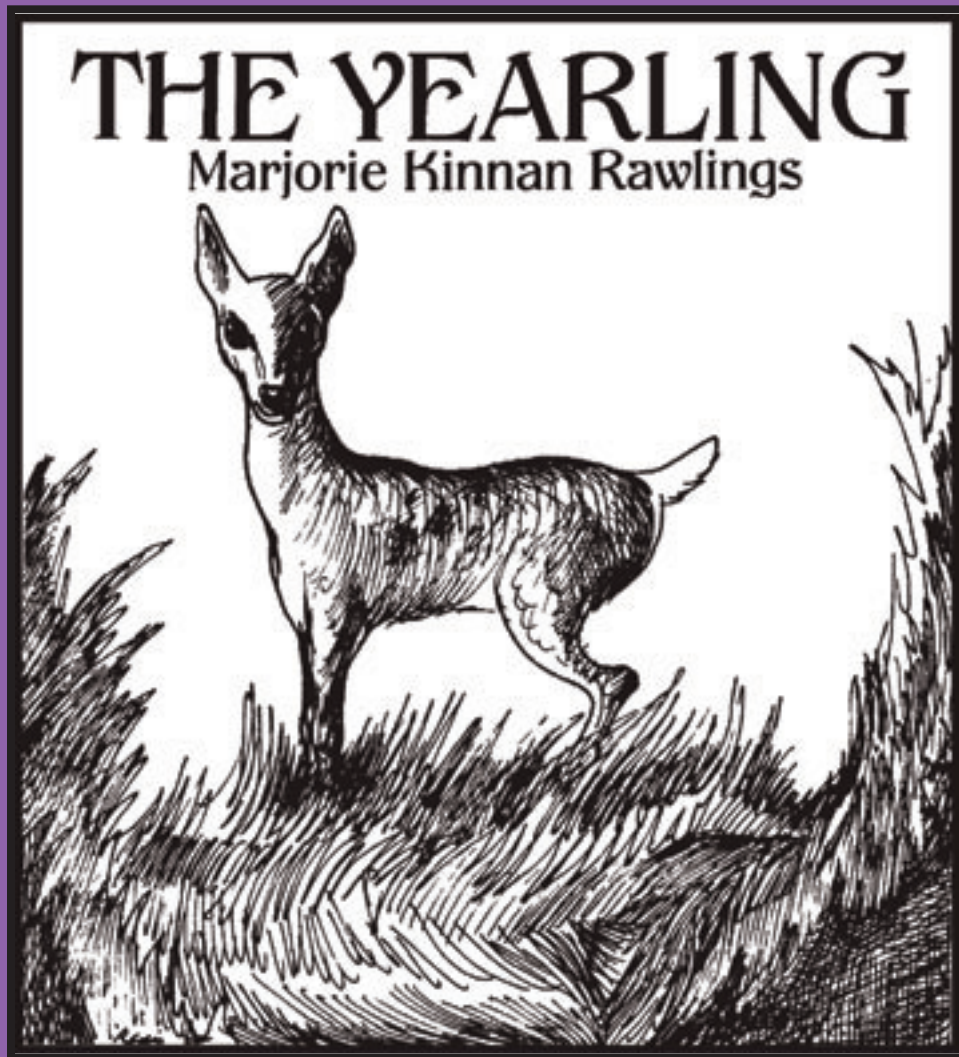


Novel•Ties



A Study Guide

Written By Rosemary Villanella

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

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

TABLE OF CONTENTS

Synopsis	1
Author Information	2
Pre-Reading Activities	3
Chapters 1 - 3	4 - 5
Chapters 4 - 5	6 - 8
Chapters 8 - 10	9 - 10
Chapters 11 - 13	11 - 12
Chapters 14 - 16	13 - 15
Chapters 17 - 19	16 - 18
Chapters 20 - 22	19 - 20
Chapters 23 - 25	21 - 22
Chapters 26 - 28	23 - 24
Chapters 29 - 33	25 - 27
Cloze Activity	28
Post-Reading Activities	29 - 30
Suggestions For Further Reading	31
Answer Key	32 - 35
Notes	36

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 *The Yearling*. 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 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

1. Preview the book by reading the title and author's name and by looking at the cover illustration. What do you think the book will be about? Where and when does it take place? Have you read any other books by the same author?
2. HaTurn to the copyright page at the beginning of the book and notice the date of the first copyright. What qualities would make a book remain popular for so many years?
3. **Social Studies Connection:** Go online to do some research about the community of Cross Creek, Florida, the place where Marjorie Kinnan Rawlings lived most of her adult life and wrote *The Yearling*. Find pictures of Cross Creek in the 1930s and today. As you read *The Yearling* compare today's Cross Creek with the earlier one described in the book.
4. Do you own a pet? Do you take responsibility for any of its care? Describe what you do for it. Has it ever misbehaved and caused trouble in the family? How was this situation resolved? If you do not have a pet, describe the kind of pet you might want to have. What kind of care would you provide for it? What problems might be caused by having this pet in your family? How would you deal with these problems?
5. Have you ever felt ignored and misunderstood by your parents? Why did this occur? Was this problem resolved?
6. What jobs or chores are you responsible for at home? How important are your chores? Is it ever permissible to skip them? When must they be done?
7. Do you have a job? If so, how do you feel about the responsibility it entails? If you don't have one now, what kind of job would you like to have?
8. What does being a good neighbor mean? Have you ever experienced a crisis where neighbors helped each other? Are neighbors more or less important to each other in a rural area than in an urban one? Why?
9. Do you feel that one parent, relative, or other adult understands you better than any other person? Can you discuss things with this person that would otherwise remain private? In order to provide realism in her novel, Marjorie Kinnan Rawlings writes the words of the characters in the informal language or dialect of rural Florida. Choose a passage from the beginning of the book and translate the dialect into standard American English. How can dialect contribute to the flavor of a story?

Chapters 1 - 3 (cont.)

3. How did Jody's mother react when she learned that Jody had gone to the Glen?
4. Why had Penny Baxter settled on Pine Island?
5. Why did Jody feel justified in hunting old Slewfoot with his dad?

Questions for Discussion:

1. How do you know that Jody's family was poor?
2. What kind of relationship did Jody have with each of his parents? Why had this relationship evolved?

Literary Devices:

- I. *Simile* — A simile is a figure of speech in which two unlike objects are compared using the words "like" or "as." For example:

Small clouds were stationary, like balls of cotton.

What is being compared? What visual image does this simile create?

- II. *Personification* — Personification in literature refers to the granting of human qualities to non-living objects. For example:

The dusky glen laid cool hands on him.

What is being personified? What mood does this create?

Literary Element: Setting

Setting refers to the time and place where the events of a story occur. What is the setting of this story? How do you know that the setting is an important element in this story?

Writing Activity:

Reread those parts of Chapter One that refer to setting. Notice how the author's choice of words helps you visualize the places described. Choose a setting that is familiar to you and write about it using descriptive language.